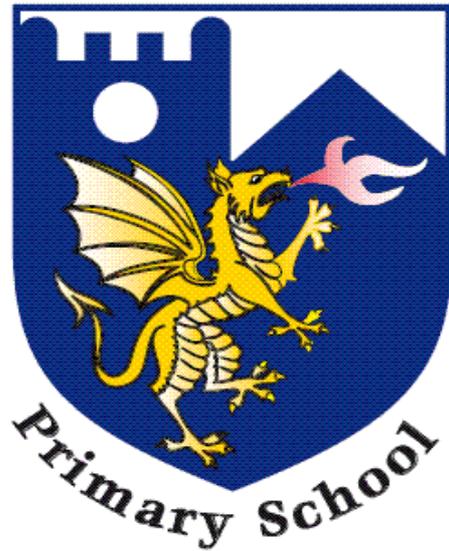


St. Margaret's C.E.



St. Margaret's C of E. Primary School

Special Educational Needs & Disability (SEND) Policy

October 2022

Review: October 2023

St Margaret's C of E Primary Special Educational Needs and Disability (SEND) Policy

St Margaret's is an inclusive school which takes safeguarding very seriously. Consequently, all of our policies are developed with a high priority on children's safety and in light of our safeguarding policy. Furthermore, we are committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school

All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to the safeguarding, behaviour, anti-bullying, medical and curriculum policies.

This SEND policy is written to comply with the statutory requirement laid out in the SEND Code of Practice (2014) 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 (2014); Schools SEN Information Report Regulations (2014); Statutory Guidance on Supporting pupils at school with medical condition (April 2014); The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013); Teacher Standards (2012) and the schools [Safeguarding Policy and Accessibility Plan](#).

Headlines from the 2014 Code of Practice. From September 2014

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Furthermore we have a rigorous tracking system in place that highlights children with Special Educational Needs and/or disabilities and tracks their progress carefully.
- Four broad categories of SEN:
 - ✓ communication and interaction
 - ✓ cognition and learning
 - ✓ social, emotional and mental health
 - ✓ physical and sensory.

SEN at St Margaret's C of E Primary School

Our objectives are:

- To provide each child with 'A Place to Become' – supporting children to discuss their needs, and plan how to achieve the best possible outcomes.
- To work collaboratively with children and families to involve them in all aspects of the support and planning of their special educational need.
- To identify, at the earliest possible opportunity, barriers to learning and participation

- for pupils with SEND (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- In order to raise both the outcomes and the aspirations for those with Special Educational Needs/Disabilities, we maintain a focus on outcomes and not just hours of provision/support.

The kinds of SEN that are provided for.

At St Margaret's we provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Identification of children with Special Educational Needs and/or Disability

Children with possible SEN in school are identified by various routes, all of which are part of the overall approach to monitoring progress of all pupils:

- In order to fulfil our vision of 'A Place to Become,' at St Margaret's we recognise the critical importance of working in partnership with parents/carers. Face-to-face or phone call conversations are held with parents, prior to children starting school. These conversations help us to work closely with parents of children with identified SEND to ensure their child has the best possible start to school life.
- Regular formal and informal opportunities are provided to meet class teachers (twice yearly parent's evenings, termly open evening and workshop afternoons), which enable concerns to be discussed. If parents are worried about their child in any way, by speaking to the class teacher as soon as possible we can investigate as appropriate and provide timely additional support as required.
- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed and a plan of action is agreed. If we are concerned about a child we will monitor and discuss this with parents in order to gather views and ensure we take into account how children present at both home and school.

The four areas of need (communication and interaction; cognition and learning; social, emotional and mental health; physical and sensory), give a broad overview of the range of needs. However, the purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category.

Class teachers are continually assessing children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

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

However, care is taken to be aware of other factors which are not SEND but may impact on progress and attainment, including:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and Welfare
- EAL
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child

A Graduated Approach to SEN support

As a school we continue to focus on making every lesson, every day, high quality for all. All staff recognise that the vast majority of pupils' progress comes out of good teaching and learning on a day to day basis. We are committed to using research to improve our practice and have done so to develop innovative ways of working with outside agencies. Regular opportunities are scheduled for class teachers to meet with specialist SEND teachers to discuss concerns around individuals/groups. By collaborating with specialist teachers, class teachers have been able to develop skills and strategies to adapt their teaching for individuals, thus making it more accessible to all (rather than relying on extra interventions). The class teacher as the ultimate agent of change is a view that St Margaret's fully subscribes to; altering and adapting practices to ensure all children can succeed is at the heart of what school is about – each child becoming.

Half termly progress reviews ensure a thorough analysis of underachieving pupils, involving moderation of judgements and checking outcomes for different groups. When deciding whether a child requires special educational provision, school follows an **ASSESS – PLAN – DO – REVIEW cycle**.

ASSESS

A range of information gathered regarding the pupil's progress is looked at alongside national data and expectations of progress. Further assessments/checklist may be agreed

to be undertaken, e.g. dyslexia checklists; BOXALL profile; Phonological Assessment Battery (PhAB); Sandwell Maths Test, etc.

PLAN

After the full range of information has been gathered, a plan will be put together. Usually this will be done in consultation with both the child and parent in the form of a person centred review. Specific, short term outcomes will be set with clear monitoring arrangements in place.

DO

This part of the cycle will usually last around six weeks. Should interventions be being used, achievement data will be used throughout the six week period in order to make quick adjustments to maximise success

REVIEW

At the end of the six week period another person-centred review will be held to evaluate the progress made against the outcomes identified previously. The review will either: identify the need for ongoing support/resources or identify that the need has been met. Should there be a need for ongoing support/resources, in agreement with parents, the child will be added to the schools Special Educational Needs register. The class teacher will complete a one page profile which gives information about the child's strengths, ways they like to be supported and wishes for the future. This then leads back into the cycle, with the further assessment around the child's strengths and areas for development. It may also be at this stage, in agreement with parents, that more specialised assessments from external agencies and professionals are sought.

Supporting pupils and families

St Margaret's operate an open door policy – should you ever have any queries or concerns about your child's learning please don't hesitate to come into school either at the beginning or end of the school day.

For pupils with identified SEND, we are committed to termly meetings with parents in accordance with the SEND Code of Practice, 2014. The SENCo will be present for at least 1 meeting per year and person-centred approaches will be used for all meetings.

For children entering/leaving the school, we will work together with the previous/receiving school to implement a transition plan as appropriate, to prepare and familiarise both the family and child with the new setting. This may involve several visits to the classroom to get to know the teacher/TA.

In order to support children through their SATs it may be necessary to apply to the DfE for modifications to be made to enable for them to be able to participate fully. Should this be the case the named SENCo will have responsibility for this.

Please see the School's SEN information report for further details about how we will work in partnership with pupils and families.

Supporting pupils at school with medical conditions

We recognise 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 we will comply with the duties under the Equality Act 2010.

Individual healthcare plans are developed in partnership between the school, parents and a relevant healthcare professional (usually the school nurse), who can best advise on the particular needs of the

child. We will also seek to involve pupils whenever appropriate. For further information, please see the school's policy on managing the medical conditions of pupils.

Monitoring and Evaluating of SEND

Where interventions are used, achievement data is used rigorously and frequently to check whether these are working. By evaluating data on a very regular basis (rather than simply at the end of the intervention), adjustments can be made quickly and success maximised.

Half termly progress reviews ensure a thorough analysis of underachieving pupils, moderation of judgements and checking that outcomes for different groups. Where interventions are used, achievement data is used rigorously and frequently to check whether these are working. By evaluating data on a very regular basis (rather than simply at the end of the intervention), adjustments can be made quickly and success maximised.

Engaging in the 'Great Classrooms Project' has enabled staff to become familiar with the Sutton Trust Toolkit (EEF, 2011). In conjunction with evidence from teachers, this was used to devise the whole school vision of 'A place to BECOME' which focuses on children developing their learning and thinking skills.

As a school we are constantly seeking ways to maximise impact for children with special needs. TAs are deployed where data indicates they are needed most (as opposed to being spread evenly across classes). Additionally, specialisms have been developed (for example, the school now has a speech and language TA who has been trained to a high level and works across school with children, parents and teachers). This is in response to our national data which indicates that almost half of the children on the SEND register at St Margaret's have some kind of Speech and Language difficulty. Other specialisms include: literacy; guided reading and mathematics. Regular audits of staff needs ensure training is kept up to date and that TAs are able to fulfil their roles. Careful deployment of TAs has ensured that strengths with different subjects and age groups are maximised and built up.

Furthermore, careful monitoring and evaluations of the quality of provision is also done by sampling pupil, parent and staff views. This promotes an active process of continual review and improvement of provision for all pupils. The school's SEN governor conducts termly visits to school where information about: the use of funding; work with external agencies; staff development and progress of SEND children, is shared. Additionally, the SEND governor shares the annual report for governor's, submitted by the SENCo.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All pupils are given the same opportunities and are encouraged to access all extra-curricular activities and school visits. This also includes the yearly, year six, residential trip to the Castleshaw Centre for Outdoor Education. All pupils are encouraged to take part in sports days, school plays and special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Allocating Resources

School receive funding for all pupils, including those with special educational needs and disabilities. The Local Authority may contribute if the cost of meeting an individual pupil's needs is more than £10,000 per year. If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used and be told if this means they are eligible for a personal budget which must be used to fund the plan.

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Specialist Support

Yearly audits of staff skills/expertise are undertaken and training needs are identified and prioritised.

Mrs Jones is an experienced teacher and was previously SENCo at another school for several years. Mrs Jones completed the National Award for SEN Coordination (NASENCO) in September 2021. The Pastoral Lead holds a degree in psychology and has been trained to level three in child counselling.

All staff have been trained in Autism (AET – Level Two) and received dyslexia friendly school training. In addition, a number of early years' staff are qualified to Level One in Sign-a-long and this is used as part of daily provision in Nursery and Reception to support all children's early communication and language skills.

Specialisms have been developed amongst Teaching Assistants in response to school's data and support is deployed where data indicates it is needed most (as opposed to being spread evenly amongst classes). For example, given that almost 50% of children on the SEN register have some kind of speech and language need, the school has accessed regular training opportunities provided by the Oldham Speech and Language Service. Recent training has included Picture Exchange Communication System (PECS) and Intensive Interaction.

We seek support from specialist teachers for accessing the curriculum and extra work on SEND related needs (speech, language and communication; hearing impairment, visual impairment; behaviour related needs; severe learning difficulties; autism). Furthermore, we receive support from speech and language to train our staff, advise on strategies and programmes and we refer pupils for assessment if we believe they need further assessment. In addition, we have strong links with our school nurse and community paediatrician, both of whom play an active role in supporting school life. We also access both occupational therapy and physiotherapy for pupils who require further assessment/support.

Staff training related to SEND in 2022/23:

Reading Recovery - HA (September 2022 – July 2023)
Asthma and epi-pen training - all staff (November 2022)

Staff training related to SEND in 2021/22:

Memory training (October 2021)
Child Protection Training (November 2021)
Defibrillator training (November 2021)
Asthma and epi-pen training - all staff (November 2021)
Lego Therapy Training – NH (February 2022)
ELSA Training - NW (May-July 2022)

Staff training related to SEND in 2020/21:

Speech and Language training (October 2020)
Nuffield Early Language Intervention training (January – July 2021)
REAL training – EYFS intervention (January – July 2021)
PIVATS 5 PSED training (June 2021)

Picture Exchange Communication System (PECS) (April 2021)
Intensive Interaction (April 2021)

Staff training related to SEND in 2019/20:

Wellcomm / Elklan training (May-July 2019)
Social Skills training (June 2019)
Sign-a-long (November 2019)
Speech and Language Staff training (October 2019)
Working memory training (November 2019)
Selective Mutism training (October and December 2019)
Buccolam Training (January 2020)
Asthma and epi-pen training - all staff (January 2020)
Sign-a-long (session 2) (January 2020)

Staff training related to SEND in 2018/19:

Epilepsy training (September 2018)
Epi-pen (September 2018)
Whole staff Asthma (September 2018)
REAL Maths (October 2018)
Child Protection Twilight (November 2018)
Clicker training (November 2018)

Staff training related to SEND in 2017/18:

Wellcomm / Elklan training –Sept-Nov 2017
Feeding training by community nurses (Summer 2018)

Staff training related to SEND in 2016/17:

Whole school behaviour training (September 2016)
Asthma (September 2016)
Understanding Dyslexia (October 2016)
Team teach (Autumn 2016)

Staff training related to SEND in 2015/16:

REAL training – EYFS intervention (Autumn 2015)
Feeding training by community nurses (Autumn 2015)
Down Syndrome training (Spring 2016)
PECS training (Spring 2016)
Lego therapy training (Summer 2016)
Solihull training (Summer 2016)

Whole staff training related to SEND in 2014/15:

Child Protection Twilight (Autumn 2014)
Moving and Handling (Autumn 2014)
Autism Education Trust (AET), Level Two (February 2015)
Memory Training (May 2015)
Person-Centred Practices (June 2015)

Transition

Children joining the school

Face-to face or phone call conversations are held with parents prior to the children starting school. These conversations help us work closely with parents of children with identified SEND to ensure their child has the best possible start to school life. Also in the Early Years, during the Summer term our new Nursery and Reception children are invited to attend 'Stay and Play' sessions, in order to familiarise

the children with the environment and aide settling into school.

For children entering the school at other points, we will work together with the previous school to implement a transition plan as appropriate to prepare and familiarise both the family and child with the new setting. This may involve several visits to the classroom to get to know the teacher/TA.

As part of the preparation we will endeavour to gain as much information as possible about each child regarding their optimum conditions for learning and their present levels of achievement. This information will be documented on a one-page profile and shared with the family. This information can be incorporated into lesson planning and delivery.

Children leaving the school

School will provide support to both children and their families to ensure positive transitions. We will ensure our planning is family-centred and provides the support that the family feel is necessary to make the transition supported and successful.

We will share detailed information with the receiving school to ensure that this can be incorporated into the child's provision in the new setting.

We have developed close relationships with our local secondary schools and begin transition planning in Year Five for those children who require this. One off visits to secondary schools begin in Year Five and take place weekly during the last half-term of Year Six.

Roles and Responsibilities

Teaching Staff

- To identify pupils with SEN, expressing cause for concern, with evidence, to the SENCO
- To devise/operate interventions additional to or different from those provided as part of the schools usual differentiated curriculum and record these through weekly planning.
- To be responsible for working with children with SEN on a daily basis and for planning and delivering focus support for children as required.
- To liaise with the SENCO/outside agencies, enabling interventions to take place accordingly.
- To operate day-to-day liaison with parents (where appropriate) and regularly communicate through Parents' Evenings, Home-School books, target sharing and individual discussion.
- To plan with and guide teaching assistants who support children with SEN in their class.

Support Staff

- To liaise with SENCO and class teachers ensuring delivery of appropriate tasks and activities.
- To provide differentiated support, with teacher guidance, for groups and on an individual basis.
- To contribute to the assessment and record-keeping processes for children whom they support.

Governors

- To be involved in developing and monitoring the school's SEN policy and practice to meet legal requirements and children's needs, as far as possible.
- To delegate operation of the policy to the SENCO, providing the time and resources for role effectiveness.
- To ensure that SEN provision is an integral part of the school development plan.
- To be involved in and approve the financial decisions which affect SEN provision in school.
- To appoint a SEN Link Governor to liaise with the SENCO.
- To annually review the effectiveness of the school's work with pupils with SEN.
- The school's SEN Governor is Ms Nicola Stead
- To work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision.

SENCO

- To take day-to-day responsibility for operating the SEN policy, co-ordinating, managing and mapping provision within available human and material resources.
- To revise and update the policy in consultation with colleagues.

Review Date:
October 2023