

Contents:

1. Definition of SEND - Page 2
2. Our School Ethos - Page 3
3. Aims and Objectives - Page 3
4. Critical success Factors - Page 4
5. Responsibility for the coordination of SEND provision - Page 4
6. Arrangements for coordinating SEND provision - Page 4
7. Admission arrangements - Page 4
8. Allocation of resources for pupils with SEND -Page 5
9. Identification of pupils' needs - Page 5
10. Inclusion of pupils with SEND - Page 7
11. Complaints Procedure - Page 7
12. In service training (staff development) - Page 7
13. Links to support services - Page 7
14. Links with other schools - Page 8
15. Transition Arrangements - Page 8

1. Definition of SEND

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

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

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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

The government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March comes into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

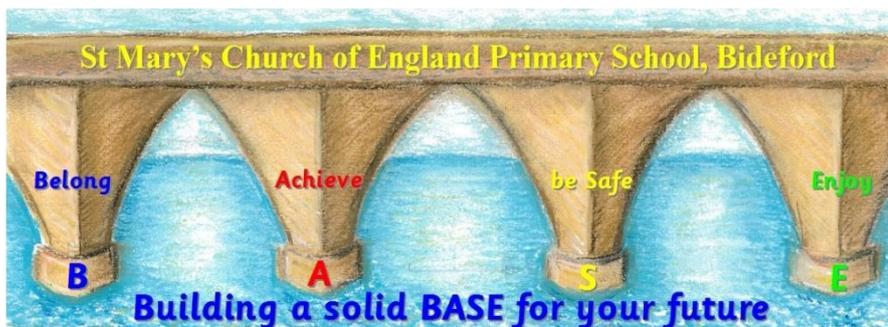
www.education.gov.uk/schools/pupilsupport/sen

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

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 Devon 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.

<https://new.devon.gov.uk/send/>

2. Our School Ethos



Belong

Belong to our community, working together to encourage and help each other believe in and respect ourselves and understand and accept others.

Achieve

Aiming for the highest achievable standards of learning and teaching throughout the school, giving every individual the best opportunity to succeed in every facet of their learning, especially in English and Mathematics.

Be Safe

Ensure that everyone feels happy, safe and secure in our school community.

Enjoy

Experience a broad and balanced curriculum, enjoy school and develop a positive attitude to our learning journey.

3. Aims and objectives

At St. Mary's School we want all children to develop self-esteem. We believe that they should be accepted as individuals and not discriminated against on the grounds of sex, race, class, disability or when they are less successful at school. We promote a caring atmosphere between and towards all members of the school community. This means that in order to support children, especially those who have special educational needs, we take into account the differentiation appropriate to make learning meaningful. This may mean some children with special educational needs are withdrawn for short periods of intensive teaching, but in the main we would aim to support special educational needs children alongside their peers.

At St. Mary's School we believe that provision for pupils with special educational needs is a matter for the school as a whole.

4. Critical Success Factors

At St Mary's we will strive to ensure that:

- We identify pupils with special educational needs and disabilities as early as possible and ensure that all their needs are met
- We maximise the opportunities for pupils with special educational needs and disabilities to join in with all activities of the school
- We ensure that all learners have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- We encourage learners to develop confidence and recognise value in their own contributions to their learning giving them a high self-esteem
- We encourage learners to express their views and be fully involved in their learning
- We ensure parents are informed of their child's special needs and promote effective partnership to involve outside agencies when appropriate

5. Responsibility for the coordination of SEND provision

Provision for pupils with special educational needs is a matter for the school as a whole. The co-ordinator of day-to-day provision of children with special educational needs is the responsibility of the Special Educational Needs Co-ordinator (SENCo), under the direction of the Head Teacher. The KS1 SENCo is currently Mrs Rachael O'Dell and the KS2 SENCo is Miss Amy Frost. Claire Stacey is the Learning Mentor and Assistant SENCo.

The named governor for SEND is Mrs Louise Waters.

Using the Thrive approach, Claire Stacey works full time to support and develop the pastoral care of children identified as having additional Emotional, Social and Mental Health difficulties. The benefits of this work enable the children to be in a better place to learn effectively in the classroom. She is also able to support parents

6. Arrangements for coordinating SEND provision

The SENCo duties are as follows:

- Co-ordinating the provision for children with SEND ensuring SMART targets are set to meet the child's needs.
- Liaising with, advising and providing support to other colleagues
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the INSET of staff
- Liaising with external agencies including the Local Authority (LAs) Support and Educational Psychology Services, Health and Social Services and voluntary bodies
- Co-ordinate review procedures
- Attend meetings with SENCos from other local primary and secondary schools
- Attend secondary transfer meeting to discuss pupils with SEND

The SEND Register is on the SIMS.net database and is updated termly.

7. Admission arrangements

All children have an equal entitlement to entry at St. Mary's School. The admissions arrangements for children with SEND (but without a statement or EHCP) are no different from the arrangements for other children.

The school welcomes applications for admission from parents of pupils with mobility difficulties, and has special facilities to assist access for wheelchairs.

For further information please refer to the information contained in our school prospectus.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

8. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget. Some pupils with SEND may access additional Element 3 funding. This additional funding might be from a budget which is devolved to and moderated by the School.

For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. The SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used.

9. Identification of pupils' needs

Identification

See definition of Special Educational Needs and Disability at start of policy.

A graduated approach:

We recognise that there is a 'continuum of special educational needs' (Devon Learning and Development Partnership, 2011). As a result we are committed to early identification of SEND and adopt a graduated response to meeting SEND in line with the Code of Practice 2014. This is regularly monitored and reviewed in order to ensure that appropriate strategies and resources are implemented.

Quality First Teaching

All pupils are entitled to a balanced curriculum where the teaching arrangements and strategies are fully inclusive. A multisensory, differentiated approach to planning ensures curriculum inclusion is addressed. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation.

Parent consultation meetings are used to monitor and assess the progress being made by children with parents.

SEN Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and to remove barriers to learning.

Through the use of Provision Maps, the progress made by all pupils receiving interventions is regularly monitored and reviewed. All staff are responsible for identifying pupils with special educational needs, and the SENCO will work with staff to ensure that those pupils who may need additional or

different support are identified at an early stage, including in Foundation Stage with 'Early Years Action'.

The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Using the Devon Assessment Framework 2a ('My Plan') and through a consultation between the teacher, SENCO and parents they will identify interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may 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 outcomes that are being sought.

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 and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly through analysing the Provision Maps, and reviewing targets set on the My Plan. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a Team Around the Child (TAC) meeting or at an Annual Review.

10. Inclusion of pupils with SEND

The Headteacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services from the Early Help unit, the Single Point of Access (SPA) and the 0-25 team.

11. Complaints procedure

Parents of children with SEND who wish to make a complaint about the provision made by the school for their child should, in the first instance, discuss the matter with the class teacher, SENCO and Headteacher. At St. Mary's we believe it is essential for the education of all pupils that home and school work together in partnership. We feel it is even more important where a child has SEND. If the parents remain dissatisfied by the school response, then they should contact the Governing Body. The SEND Governor, Mrs. Louise Waters can be contacted by email at lwaters@stmarysce.co.uk or by post at the school address.

Under the Children and Families Act (2014) parents will be able to request an independent disagreement resolution and the school will make further information available about this process on request.

12. In Service Training (Staff Development)

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. As a school we gather evaluations from staff about the quality and relevance of SEND training in order to further enhance and develop future SEND training opportunities.

13. Links to support services

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs. The school receives regular visits from the Educational Psychologist for the area. In addition the school may seek advice from specialist advisory teaching services.

14. Links with other schools

The school works in partnership with the other schools in the Atlantic Coast Cooperative Trust. Members of the ACCT (Appledore Primary, Hartland Primary, St George's Infants, Northam, St Margaret's Junior, Northam, Pynes Infants and Woolsery Primary.) work closely together to share advice, training and development activities and expertise.

15. Transition Arrangements

Advanced planning for pupils in Year 5 is essential to allow appropriate options to be considered. The SENCo will liaise with the SENCo of the secondary schools serving the area to ensure that effective arrangements are in place to support the pupils at the time of transfer. In the Spring Term of Year 6 the SENCo and Year 6 teachers meet with the SENCo from the local secondary school and discuss SEND, to make the secondary schools aware of the children's needs and attainment. The secondary SENCo is invited to attend the Annual Review meetings and we set up extra visits for our children to their new school. When pupils move to another school their records will be transferred to the next school within 15 days of the pupils ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

16th October 2014

This policy will be reviewed annually.