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# MARLBOROUGH ST MARY'S CE VC PRIMARY SCHOOL



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## Special Educational Needs and Disability Policy

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### **Introduction**

At Marlborough St Mary's we believe that all children have an equal right of access to a broad and balanced curriculum, including the National Curriculum and Early Years Foundation Stage Curriculum. Every child is allowed to develop in a way and at a pace appropriate to their needs.

We support children with a wide range of Special Educational Needs and Disabilities (SEND) across the school. If any child comes into school with additional needs then advice and training will be accessed as appropriate to ensure their individual needs are provided for.

### **The aims and objectives of this policy are:**

- to provide every possible opportunity to develop the full potential of all children in an ethos within which they feel valued, the aspirations and expectations are high, and there is a focus on outcomes for all children;
- to continue to improve monitoring and support for SEN and Pupil Premium pupils in order that they achieve their potential across the core areas.
- to ensure that all children have equal rights and opportunities in line with our Single Equalities Policy and our Disability Access Plan – available on the school website;
- to work in close partnership with our parents/carers to gain a better understanding of each child and involve them in all stages of their child's education;
- to work within the guidance provided by the SEND Code of practice January 2015.
- to ensure staff members monitor progress of all children and seek to identify the needs of pupils with SEND as early as possible;
- to make appropriate provision to overcome all barriers to learning and ensure pupils with SEND and/or medical conditions have access to EYFS Curriculum and National Curriculum suitably differentiated to meet their needs;
- to work with and support outside agencies when the needs of the child cannot be met by school alone to ensure a multi- professional approach to meeting the needs of all vulnerable learners;
- to create a school environment where pupils can contribute to their own learning;
- to operate a 'whole child, whole school' approach to management and provision of support for SEND - Identification, Intervention, Assessment, Monitoring and Review.

### **Roles and Responsibilities**

All teachers are teachers of children with Special Educational Needs. Provision for children with SEND is a matter for the whole school. The Governing Body, Head Teacher, SENCO/ CNRB Managers and all other members of staff have important day-to day responsibilities in supporting children with SEND.

The people responsible for overseeing the provision for children with SEND are the Head Teacher and the SEND Governor. Their role is to be kept fully informed of the school's SEND provision and how funding, equipment and personnel are deployed to secure necessary provision for any pupil identified as having SEND.

The people responsible for the co-ordination of provision for children with SEND are the SENCO's/ Complex Needs Resource Base Managers. The SENCO's have obtained all relevant

professional training and expertise to manage this role effectively and are members of the Senior Leadership Team.

The role of the SENCO's (in liaison with Head Teacher and SEND Governor) is to co- ordinate effective provision of SEND throughout the school with responsibility for:

- strategic management of SEND within the school and undertaking the required duties set out in the Code of Practice January 2015 including producing and updating a school SEN Information Report – available on the school website
- updating and overseeing the day-to- day operation of the SEND policy, SEND register, My Support Plans and EHC plans;
- liaison with appropriate teaching staff, governors and outside support agencies linked to the school;
- liaison with parents including convening meetings and involving Parent Support Advisor as appropriate;
- liaison with other schools and settings to support effective transition for SEN children.

Further information about SEND provision is available on the schools SEN Information Report published on the website. The Head Teacher, Deputy, SEND Governor and SENCO's meet regularly to track and monitor SEND provision using the SEND Self- Evaluation Framework (SEF). The SENCO's and named SEND Governor produce annual reports to the Governors outlining current SEND provision, training undertaken, and priorities for future development.

The Deputy Headteacher is the school's pupil Premium Champion. The role of the Pupil Premium Champion is to work collaboratively with the School SENCO's, Achievement for All Coach and pastoral support workers in order to champion the progress and well-being of pupil premium students and ensure effective provision for those eligible for Pupil Premium funding and others at risk of underachievement. This includes managing and recording and interventions for all pupils in receipt of pupil premium funding and other children receiving in school support. The Pupil Premium Champion is also responsible for recording and analysing data to ensure progress of PP pupils is being tracked and support put in place.

The above personnel can be contacted via email at [admin@marlboroughstmarys.wilts.sch.uk](mailto:admin@marlboroughstmarys.wilts.sch.uk)

### **Definition, context and key principles of SEND**

#### **Definition of Special Educational Needs**

Special Educational Needs and Disability (SEND) Code of Practice 0-25 years - January 2015

“A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she

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

For children aged two or more, special educational provision is educational or training provision that is additional to or different from, that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post- 16 institutions or by relevant Early years providers.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition at (a) or (b) above when they reach compulsory school age or would do so if special educational provision was not made for them.”

Support and provision made available for children and young people with SEND is outlined in the Children’s and Families Act 2014 and the SEND Code of Practice Jan 2015. Information can be found on the DFE website [www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

More information about provision in Wiltshire is available on the Wiltshire Local Offer website [www.wiltshirelocaloffer.org.uk](http://www.wiltshirelocaloffer.org.uk)

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 outlines the services and provision available to families in Wiltshire who have an EHC plan, and those who do not have a plan but still experience some kind 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.

In addition schools are also required to post their own Schools **Special Educational Needs Information Report** on the school website [www.marlboroughstmarys.wilts.sch.uk](http://www.marlboroughstmarys.wilts.sch.uk) outlining provision for pupils with SEND and how they are supported at Marlborough St Mary’s Primary School.

There are a number of key principles underpinning the new Code of Practice January 2015:

- the views, feelings and wishes of the children are considered;
- importance is placed on the child and their parents participating as fully as possible in decision making and being provided with the information and support necessary to do this effectively
- the child and parents are supported in order to facilitate the development of the child and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

These provide the foundation for SEND provision at Marlborough St Mary’s School and are designed to support the following:

- early identification of children’s needs and early intervention to support them;
- the involvement of children and their parents in decision making;
- high quality provision to meet the needs of children with SEND with a focus on inclusive practice and removing barriers to learning;
- supporting the child’s confidence and self- esteem, and promotion of positive well-being in order for them to feel success and for their views to be heard;
- collaboration between education, health and social care to provide support;
- successful transition into the next stage of a child’s education.

## **Compliance**

This SEND policy was developed in consultation with the Head teacher and SEND Governor in liaison with the Senior Leadership Team of the school and in consultation with parents of children with SEN. It complies with the Statutory Requirements laid out in the SEND Code of Practice 0-25 – January 2015. The Policy is available from the school office and is published on the school website [www.marlboroughstmarys.wilts.sch.uk](http://www.marlboroughstmarys.wilts.sch.uk)

## Identifying SEND, Intervention, Assessment, Monitoring and Review

There are 4 broad categories of SEND – as outlined in the SEND Code of Practice January 2015.

<b>Communication and Interaction</b> This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, hearing impairments and those who demonstrate characteristics within the autistic spectrum	<b>Cognition and Learning</b> This includes children who demonstrate features of moderate, severe or profound learning difficulties such as dyslexia, dyspraxia and dyscalculia.
<b>Social, Mental and Emotional Health</b> This includes children who may be withdrawn or isolated, disruptive, hyperactive or lack concentration	<b>Sensory and/or Physical Needs</b> This includes children with sensory, multi-sensory and physical difficulties

These four broad categories give an overview of the range of needs that should be catered for. The purpose of identification is to determine what action the school needs to take, not to fit a child into a category. Some children will fall into more than one category or their needs might change over time. Behavioural difficulties do not necessarily mean that a child or young person has SEND and should not automatically lead to a pupil being registered as having SEND.

We operate a graduated approach to identification and provision for children with SEND

**1.** High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND. Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff.

All children have an entitlement to a broad and balanced curriculum, differentiated to enable children to understand the purpose and relevance of learning in a manner that brings feelings of success and achievement. All children need to share the same learning experiences as their peers and a range of strategies are used to support children's special educational needs including clear learning objectives, differentiation of work, thorough assessment to inform the next stages of learning, and withdrawal for small group or 1-1 learning if appropriate. Any additional adults allocated to individual children are directed to support learning whilst working in ways to promote independence.

Any pupils who are falling outside the range of expected academic achievement in line with predicted performance indicators will be carefully monitored in order to gauge the level and category of need and understand what provision and learning styles need to be applied. The class teacher will refer to the Class Teachers Assessment Pack and the Graduated Response to SEND Support (GRSS) document to support assessing the category and level of need for individual children and will share concerns with Pupil Premium Champion and/or SENCO's for advice.

Pupils who have social/ emotional needs will be supported in line with available provision, as listed on the SEN information Report on the website.

**Pupils are only identified as having SEND if they do not make adequate progress once they have had all the interventions/ adjustments and good quality personalised teaching put in place for a period of time or if the attainment gap between the child and their peers continues to widen.**

**2.** If a child is identified as requiring additional interventions parents will be informed and encouraged to share information.

Any interventions are plotted on the school provision maps. Most interventions will last for 10 weeks with a 2 week entry/ exit criteria assessment schedule. The interventions may be led by a teacher, Teaching Assistant or outside professional with relevant training. Details of interventions used by the school are available on the Schools SEND Information Report. The provision map is regularly (3 times yearly) updated.

**3.** Upon completion of interventions and in discussion with the SLT, class teachers, support staff, SENCO's and parents it will be decided whether the pupil needs additional provision over and above what the school would normally provide. If this is the case parents will be advised and the child's name will be placed on the SEND register.

At this stage a 'Single Agency Referral Form' (SARF), 'My Support Plan' or Early Help Common Assessment Framework' (CAF) will be opened. A SARF is used if concerns are straightforward and it is clear which single service needs to be engaged. If concerns are more complex, or a more collaborative approach is needed then a more detailed 'My Support Plan' will be required. This outlines the child's strengths, areas of need and additional interventions needed for support from an educational perspective. For children who also have broader unmet needs in addition to special educational needs a CAF will be the most appropriate document.

External support specialists will act in an advisory capacity to provide additional specialist assessment and give recommendations for future interventions and targets. Details of support specialists accessed by the school are signposted from the Schools SEN Information Report on the school website. Recommendations made will be used to inform targets for the child. These targets will be reviewed regularly – at least 3 times a year normally at parent consultation meetings Parents and pupils (where appropriate) will be asked to contribute to this process. Support will be revised based upon progress made and any additional needs identified.

**4.** If a child demonstrates significant or lifelong difficulties the SENCO together with the Head teacher will request a Statutory EHC plan from the Local Education Authority (LEA), following the process as outlined in the code of practice (January 2015). In Wiltshire the EHC Plan is called a 'My Plan'.

Statutory Assessments are made when the complexity of need or clarity around need is such that a multi- agency approach to addressing need, planning provision and identifying resources is required. The decision to refer for a Statutory 'My Plan' will be taken at a progress review with the involvement of appropriate outside agencies, parents and SENCO, and will involve an appointed LEA SEND Lead Worker.

Information will be gathered relating to previous and current provision, actions taken and future targets needed to support the pupil moving forward. A decision will be made by the SEND Lead Worker, in collaboration with relevant professionals from education, health and social care about whether the pupil meets the criteria for requesting a Statutory Assessment leading to an EHC plan. Parents have the right to appeal against the decision not to initiate a Statutory Assessment. Further information about 'My Plans' is available on the Wiltshire Local Offer website.

Following Statutory Assessment a Statutory 'My Plan' will be provided by Wiltshire Council. Parents have the right to appeal against the content of the My Plan. They may also appeal against the school named in the My Plan if it differs from their preferred choice.

Once the My Plan has been completed and agreed, it will be kept as part of the pupil's formal records and reviewed at least annually by staff, parents and where applicable pupils. The annual review enables provision for the pupil to be evaluated and if necessary changed to reflect the on-going needs of the child. It is also a means of reducing or increasing levels of support for the child.

Many children with Statutory 'My Plans' are successfully included in mainstream classes with relevant support and additional resources as necessary

For a minority of pupils their needs are too complex to be appropriately met within a mainstream class and more specialist provision is needed.

### **Complex Needs Resource Base**

Marlborough St Mary's Primary School is proud to host 2 Complex Needs Resource Bases (CNRB's) which cater for up to 20 children in receipt of a Statutory 'My Plan' with a diverse range of complex needs. Places are allocated by Wiltshire SEN Service and funding is delegated according to the complexity of need.

We are committed to whole school inclusion wherever possible and the CNRB children engage with their mainstream peers at every appropriate opportunity with support as necessary.

The CNRB's are led and managed by the CNRB Managers, together with a dedicated team of Teaching Assistants who have a wide variety of specialisms which can support the individual needs of each child in our care. More information about the CNRB's can be found in the School's SEN Information Report.

### **Partnership with parents**

Working in partnership with parents is key to enabling children with SEND to achieve their potential. Parents hold key information about their children and have knowledge and experience to contribute to the shared view of the children's needs and how they can best be supported. All parents will be treated as partners and encouraged to play an active and valued role in their child's education, particularly through 'structured conversations'. Structured conversations are an opportunity, twice yearly, to have an extended discussion with your child's class teacher about how your child learns, progress being made and future support needed to reach their potential.

Children with SEND often have a unique knowledge of their own needs and views about what sort of help they would like. All children will be encouraged to contribute to the assessment of their needs, reviews and transition arrangements as appropriate for their age and maturity.

The school operates an open door policy – all parents are invited in to celebrate success or share concerns at any time. We encourage parents to make an active contribution to their children's education and have regular meetings to share progress and decide upon next steps.

At all stages of the SEND process parents are kept fully informed and involved. Any outside agency involvement is shared with parents and, if applicable, they are asked to attend the assessments and/ or meet with the professional involved for feedback. All reports are shared with parents and used to support future decision making relating to the education of the child.

The school works closely with our Parent Support Adviser (PSA) to support all families, especially those with children who may have additional needs that impact upon the wider family.

### **Transition and links with other schools**

Information about transition arrangements for SEND children entering or leaving Marlborough St Mary's Primary School is available in our SEN Information Report. Each child with a 'my support plan' or an 'EHC Plan' will have a one page profile completed in conjunction with parents and the child, making reference to outside agency recommendations. This will be shared with any staff or professionals during transition between classes or into KS2/3 placements.

The school has established links with local schools through the MAEP (Marlborough Area Education Partnership) and the Marlborough Cluster. This enables the school to access advice, training and develop expertise through information sharing.

### **Training and Resources**

Training needs and staff development are identified through the school development plan and staff appraisals. For some children, especially those with an EHC Plan, training and resources are identified by the LEA and delegated directly to the school.

Teaching Assistants may be targeted to work with identified learners under the guidance of the teacher in consultation with the SENCO's or Pupil Premium Champion. Some learners with SEND may be allocated an allowance by the LEA to enable them to receive individual support – a Statutory EHC Plan would normally determine this.

### **Accessibility, equal opportunities and Inclusion**

Marlborough St. Mary's school complies with all relevant accessibility and equal opportunities requirements. Please see the Disability Access Plan and Single Equalities Policy on the school website

We ensure that the school meets the needs of all, taking into account gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important to meet the diverse needs of children and their families to ensure inclusion for all and in order to prepare children for full participation in a multi- cultural society.

We respect that children;

- come from diverse backgrounds;
- have different educational and behavioural needs and aspirations;
- require differentiated strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of personalised teaching approaches and experiences.

The school recognises that pupils at school with medical conditions should be fully supported so that they have full access to education, including school visits and physical education. Risk assessments and procedures are in place to enable every child to participate fully. 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.

For children with an EHC Plan, health and social care needs are set out as requirements alongside their special educational provision as appropriate, and the SEND Code of Practice January 2015 is followed.

The school makes every effort to ensure and mitigate the risk of bullying of vulnerable learners in line with our Behaviour and Anti Bullying Policy.



## **Monitoring and evaluating the success of provision.**

In order to make consistent, continuous progress in relation to SEND the Head teacher, SEND Governor, SENCO's and Pupil Premium Champion meet twice yearly to update the SEND SEF. Parents and pupils are asked for their feedback through SEND review meetings, annual questionnaires, structured conversations, progress meetings and progress reports.

## **Storing information**

All documents relating to SEND are stored in line with our school procedures. Confidential information and paperwork is kept in locked cupboards with limited access.

## **Concerns/ complaints**

If a parent or carer feels that Marlborough St Mary's School has not met his or her child's educational needs they should:

- discuss their concerns with the class teacher;
- consult with the SENCO if the concerns continue;
- consult with the Head teacher and/or SEND Governor.

Details of all meetings will be recorded and dated. A full version of the school's Complaints Policy can be found on the school website.

## **Reviewing the policy**

This policy will be reviewed annually.

This Policy has been written with reference to the following documents;

- SEND code of Practice 0-25 (January 2015)
- Equality Act 2010: advice for schools DFE Feb 2013
- Schools SEN Information Report regulations
- Statutory guidance on supporting pupils in school with medical conditions- April 2014
- The National Curriculum in England Key Stage 1 and Key Stage 2 framework document –Sept 2014
- Child Protection Policy
- Looked After Children and Designated Teacher Policy
- Medical Conditions Policy
- Restraint Policy
- Intimate Care Policy
- Single Equalities Policy
- Accessibility Plan
- Behaviour and Anti Bullying Policy
- Teaching and Learning Policy
- Teaching Standards 2013

The Headteacher, SENCO and SEND Governor can be contacted through the school on 01672 513101 or 01672 513158 or by email at [admin@marlboroughstmarys.wilts.sch.uk](mailto:admin@marlboroughstmarys.wilts.sch.uk)

Our Parent Support Advisor is Lisa Feeney: [lfeeney@stjohns.wilts.sch.uk](mailto:lfeeney@stjohns.wilts.sch.uk)