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Marlborough St Mary's CE Primary School



MARLBOROUGH
ST MARY'S
PRIMARY SCHOOL

Special Educational Needs and Disability Policy

Together we believe, learn and achieve

Marlborough St Mary's CE Primary School

Special Educational Needs and Disability Policy

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 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, SENCOs, 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 KS1 and KS2 SENCOs who also have Complex Needs Resource Base Managerial responsibilities. The SENCOs have obtained all relevant professional training and expertise to manage their roles effectively and are members of the Senior Leadership Team.

The role of the SENCO's/CNRB managers (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 mainstream school as well as the CNRB 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 Assessment Lead, SEND Governors, and SENCOs/ CNRB Managers meet regularly to track and monitor SEND provision using the SEND Self- Evaluation Framework (SEF). The SENCOs /CNRB Managers, and Head Teacher, named SEND Governors produce annual reports to the Governors outlining current SEND provision, training undertaken, and priorities for future development.

Class Teachers are responsible for identifying need, implementing and evaluating interventions and the Interventions Lead is responsible for gathering information about interventions that are taking place for all pupils and recording them on the Provision Map. The Pupil Premium Champion is responsible for recording and analysing data for PP pupils to ensure progress is being tracked and support put in place.

The above personnel can be contacted via email at 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

More information about provision in Wiltshire is available on the Wiltshire Local Offer website 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 **Special Educational Needs Information Report** on the school website www.marlbroughstmarys.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 Governors in liaison with the Senior Leadership Team of the school and in consultation with parents.

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

Identifying SEND, Intervention, Assessment, Monitoring and Review

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

<p>Communication and Interaction This includes children who have speech, language and communication needs (SpLCN). They have difficulty communicating with others. This may be because they have difficulty saying what they want to, understand what is being said to them or they do not understand the social rules of communication. Children on the Autistic Spectrum may have particular difficulties with social interaction.</p>	<p>Cognition and Learning This includes children who learn at a slower pace than their peers, even with appropriate differentiation. They may have moderate, severe or profound learning difficulties or may have a specific learning difficulty (SpLD) such as dyslexia, dyscalculia or dyspraxia.</p>
<p>Social, Mental and Emotional Health This includes children who have severe difficulties in managing their emotions and behaviour. They may show inappropriate responses and feelings to situations and may be withdrawn or isolated, disruptive, hyperactive or lack concentration.</p>	<p>Sensory and/or Physical Needs This includes children with visual impairment (VI), hearing impairment (HI), a multisensory impairment (MSI) or a physical disability (PD). They may require specialist support and/or equipment to enable them to access their learning.</p>

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 Graduated Response to SEND Support (GRSS) document (EYGRSS for Foundation stage) to support assessing the category and level of need for individual children and will share concerns with SENCOs 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 6-10 weeks with an entry/ exit criteria assessment. 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 class Teachers, support staff, SENCOs 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 class Teachers will create a One Page Profile to set targets and detail support strategies for individual children. If concerns are more complex, or a more collaborative approach is needed then a more detailed 'My Support Plan' will be required.

If children do not make progress a Digital Assessment and Referral Tool (DART) may be used to assess need further. The DART will then make a series of recommendations for sources of support, which may be selected or used to make a referral for further specialist support. This may also be used to open a CAF, if there are broader unmet needs aside from SEND.

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 by the school— 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 which may be recorded in a My Support Plan and reviewed regularly.

4. If a child demonstrates significant or lifelong difficulties the SENCO together with the Head Teacher will request a Statutory Education Health and Care Plan (EHCP) 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 an EHCP will be taken at a progress review meeting 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 EHCPs is available on the Wiltshire Local Offer website.

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

Once the EHCP 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.

Many children with Statutory EHCP's 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 a Complex Needs Resource Base which caters for up to 20 children (occasionally more if agreed with LEA and Governors) across two Key Stage classes (Acorn KS1 and Oak KS2). All children are in receipt of a Statutory EHCP 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 CNRBs are led and managed by the KS1 and KS2 CNRB Managers, who work with a dedicated team, who have a wide variety of specialisms which can support the individual needs of each child in our care. More information about the CNRBs 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 the 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 is available in our SEN Information Report. Each child with SEN will have a One Page Profile (KS1), a Pupil Passport (KS2), a 'My Support Plan' or an 'EHCP' 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 Marlborough Cluster. This enables the school to access advice, training and develop expertise through information sharing.

The Complex Needs Resource Base staff link with other special schools and Resource Bases to access training and share expertise.

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 EHCP, 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 SENCOs, Head Teacher or Senior Leader. CNRB Managers organise the staff in their own Resource Bases. Some learners with SEND may be allocated an allowance by the LEA to enable them to receive individual support – a Statutory EHCP 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 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. Relevant staff are fully trained to support children with medical and other needs. 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 EHCP, 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 Assessment Lead, SEND Governors, SENCOs/CNRB Managers meet three times a year to update the SEND SEF. Parents and pupils are asked for their feedback through SEND review meetings, annual questionnaires, My Child meetings, pupil progress meetings and 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 relevant Key Stage 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- Dec. 2015
- The National Curriculum in England KS1 and KS2 framework document –Sept 2014
- Safeguarding and 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 Head Teacher, SENCOs, CNRB Managers and SEND Governor (Jenny Fryer) can be contacted through the school on 01672 513101 or by email at admin@marlboroughstmarys.wilts.sch.uk

Other links and contacts

- School website for SEND code of practice www.marlboroughstmarys.wilts.sch.uk
- Dfe website – www.education.gov.uk/schools/pupilsupport/sen
- Wiltshire Local Offer website – www.wiltshirelocaloffer.org.uk
- School Parent Support Advisor - Lisa Feeney: lfeeney@marlboroughstmarys.wilts.sch.uk
- Pastoral support lead – Kath More admin@marlboroughstmarys.wilts.sch.uk

Glossary of terms

ADD - Attention Deficit Disorder

Attention deficit disorder is a neurological disorder which causes a range of behavioural problems, such as following instructions, completing tasks, social interactions and focusing on schoolwork.

ADHD - Attention Deficit Hyperactivity Disorder

Similarly to ADD (and often used interchangeably), attention deficit hyperactivity disorder is a special educational need and medical condition. A child or young person with ADHD has differences in brain activity and development which affects their attention-span, ability to sit still, focus, self-control and they tend to move around more frequently.

ASD - Autistic Spectrum Disorder

Autistic spectrum disorder is a special educational need which impacts social communication, the flexibility of thought and social interaction. It's also increasingly referred to as autistic spectrum condition (ASC).

BSP - Behaviour Support Plan

A behaviour support plan is a school-based document which is prepared to help support a pupil with behavioural difficulties. It's often the starting point for a child or young person with special educational needs.

CAMHS - Child and Adolescent Mental Health Service

This is a specialist part of the NHS which provides assessment and treatment when children and young people have emotional, mental health or behavioural difficulties. CAMHS can often be very important when securing support for special educational needs and disabilities.

EHC - Education, Health and Care

An EHC plan describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how it will help support the child or young person to reach their full potential.

EP - Educational Psychologist

An Educational Psychologist observes a child or young person in class and perhaps at play. They'll also look at classwork, talk to them and run tests to check their skills and intellectual development if a child isn't developing or learning as they should.

ESCO - Early Support and Care Coordination

ESCO provides early help provision for children and young people. This service is committed to improving the delivery of services for disabled children, young people and their families through care coordinations and drop-in clinics.

EWO - Education Welfare Officer

The Educational Welfare Officer ensures the wellbeing of all children in education. Their main area of focus tends to be offering support to schools with issues regarding attendance.

HI - Hearing Impairment

HI is a disability which affects how sound travels through the ear to the brain, commonly resulting in special educational needs.

IBP - Individual Behaviour Plan

An IBP is a school-based document to support a pupil with behavioural difficulties, which can be a sign of special educational needs.

IEP - Individual Education Plan

An IEP is another school-based document which records, tracks and reviews the support a child or young person with special educational needs receives in school. All children with a Statement of Special Educational Needs must have an IEP.

IPP - Individual Pupil Profile

An IPP is a detailed document which will guide you through a series of observations and assessments, highlighting a pupil's strengths, weaknesses and any special educational needs they might have.

LO - Local Offer

A local offer is a publication prepared, updated and reviewed by the local authority. It details the support it expects to be available for children with special educational needs and disabilities.

TA Teaching Assistant

A staff member who supports the class and Teacher. In some cases, children with special educational needs or disabilities may have their own TA to help them access learning.

MLD - Moderate Learning Difficulties

Moderate learning difficulties are challenges when accessing education and a form of special educational needs.

MSI - Multi-Sensory Impairment

Children and young people who have a multi-sensory impairment have both vision and hearing loss which impacts all areas of learning. Children and young people can also need extra support to learn to communicate and develop socially.

OCD - Obsessive Compulsive Disorder

OCD is a disorder which causes obsessive thoughts with associated behavioural difficulties. This can result in special educational needs which require additional support.

ODD - Oppositional Defiant Disorder

ODD is a disorder which causes a child or young person to respond negatively and uncooperatively, especially with figures of authority. Like OCD, ODD also often results in special educational needs.

OT - Occupational Therapist

An Occupational Therapist is a medical professional that assesses and treats physical and psychiatric conditions using activities to limit the impact of the disability and promote independence. They're often really important in assessing and supporting those with special educational needs.

PECS - Picture Exchange Communication System

PECS is a method of communication using pictures. It's helpful for children with communication-based special educational needs and mainly used to support children with autism.

SALT/SLT - Speech and Language Therapists

SALT or SLT assess and treat speech, language and communication problems in people of all ages so they can communicate better. They also work with those suffering from eating and swallowing problems and play an important role in assessing children and young people.

SEN - Special Educational Needs

If a child or young person is struggling at school or college and they need extra support, they're likely to have special educational needs.

SEND - Special Educational Needs and Disability

A child or young person has special educational needs and disabilities if they're suffering from learning difficulties and/or a disability which means they need special health and education support.

SENCO - Special Educational Needs Coordinator

A SENCO is a staff member who's responsible for coordinating additional support for pupils with special educational needs and disabilities. Working with parents, Teachers and other professionals, the SENCO is responsible for requesting the involvement of relevant services a child or young person might need.

SLCN - Speech, Language and Communication Needs

SLCN is an umbrella term which describes difficulties such as finding it difficult to listen, understand and communicate with others. As each child or young person has a unique combination of strengths, it means every child with SLCN is different.

SLD - Severe Learning Difficulties

Children and young people with severe learning difficulties are likely to find it difficult to understand, learn and remember new skills. Their intellectual and cognitive impairment, combined with possible sensory, physical, emotional and social difficulties, means it can be challenging for them to follow the curriculum without substantial support.

SpLD - Specific Learning Difficulty

SpLD is a term referring to a difference in difficulty with certain learning aspects. Some of the most common SpLDs are ADHD and dyslexia which is usually reflected in a child or young person's learning and day-to-day living. If a child or young person has SpLD, they're deemed to have a severe learning disability.

VI - Visually Impaired

Visual impairment is a disability relating to how visual signs are carried from the eye to the brain. A child or young person can require special educational needs because of this disability.