

Issued by the Governors of St Mary's CE School, Clymping Policy Statement for Special Educational Needs and Disability (SEND)



Signature	
Review Schedule	
Last Revised	<i>March 2015</i>
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Introduction

What are Special Educational Needs?

A child or young person has Special Educational Needs (SEN) if he or she has 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 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.

(Taken from the SEND Code of practice 2014)

Who is responsible for Special Educational Needs and Disability in this school?

St Mary's Primary School has a named SENCo and a school Governor responsible for SEN. They work closely with the headteacher, to ensure that the St Mary's Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

For more information on the school's SEN information report, please click on this link:
Click here for a link to the school's SEN information report

Aims

The school endeavours to make available inclusive provision to ensure that those children identified with Special Educational Needs and Disabilities (SEND) can engage with and benefit from a broad and balanced education with access to the National Curriculum at the appropriate level.

Objectives

- 1) Monitor the progress of all pupils in order to aid the identification of pupils with SEND.
- 2) To identify and provide for pupils who have Special Educational Needs and additional needs on admission or during their time in school.
- 3) Ensure that receiving schools are informed about children's SEND, progress made and support provided.

- 4) Ensure that pupils receive assessment, support and intervention where appropriate.
- 5) To work within the guidance provided in the SEND Code of Practice, 2014.
- 6) Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- 7) To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- 8) To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEND Inclusion Policy.
- 9) To provide support, training and advice for all staff working with pupils who have SEND.
- 10) To work with parents to gain a better understanding of their child and involve them in all stages of their child's education.

Admission arrangements:

All admissions to the school are based on the school's admission policy. Any child who fulfils the criteria set in the St Mary's C of E Primary school, Clymping's policy for admission will be considered for a place at the school. There is no differentiation made between pupils with, or without SEND. This complies with the Special Educational Needs and Disability Act (2014) and the Equality Act (2010).

Adaptations to the curriculum teaching and Learning Environment:

St Mary's Clymping is disability friendly. The school is on one level, corridors are wide and we have an easy access toilet. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities. All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with dyslexic tendencies, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Pupils with medical needs (Statutory duty under the Children and Families Act)

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.

Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and identified in the school Medicine Administration Policy.

Identifying special educational needs

There are 4 broad areas of need identified in the new 2014 Code of Practice:

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

A graduated approach;

It is the school's policy in line with the Code of Practice to use a graduated response to identify children's SEN as effectively and efficiently as possible. Children in Reception will not normally be considered as having SEN in their first term at school, unless they have already had a SEN identified at a previous placement or by an external agency. This is to ensure that they have a period of time to adjust to the school's routines and environments.

All children receive differentiated quality first teaching. Children's' progress is assessed regularly in the school (using a variety of methods).

When the class teacher or a parent considers that a child is not responding to quality first teaching as expected and a child is:

- Making little or no progress.
- Continuing to work at levels significantly below those expected of children in that age group.
- Experiencing persistent emotional difficulties.
- Having physical or sensory issues.
- Experiencing communication and interaction difficulties that are preventing them from accessing the curriculum.

Then the SENCo will be contacted and the child's educational needs will be discussed and any interventions that may help the child will be offered. Parents will be involved in these discussions so that they can offer useful input and be advised how best to support their child's learning at home.

If a child has been recorded by the school as causing a concern this does not mean that the child will automatically be put on the SEN register. If a child needs to be put onto the SEN register, parents will be kept involved and informed at all times.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN. We encourage parents to speak to us if they feel that their child is experiencing difficulties.

SEN support

The support provided consists of a four part process:

Assess
Plan
Do
Review

Assess:

This involves clearly analysing the pupil's needs using the class teachers' assessment and experience of working with the pupil, details of previous progress and attainment and comparison with peers and national data. The pupil's and parent's views will also be taken into consideration. Outside agencies will be contacted if appropriate and their input will also be used when planning a programme of suitable interventions.

Plan:

Using all of the information from the 'assess' part of the cycle, a written plan of interventions with specific targets will be drawn up and the plan will be shared with the child and parents on a termly basis. The children who have outside agency involvement will have Individual Education Plans (IEP) which will be discussed with the parents and child. A copy of the IEP will be given to parents following the IEP meeting.

Do:

The class teacher remains responsible for working with the pupil on a day-to day basis. They will retain the responsibility that the child receives the planned and agreed interventions. They will discuss the pupil's progress with the other adults who deliver the interventions.

Review:

At the end of each term the interventions will be discussed with the class teacher, child and parents to see what progress has been made. A written copy will be shared with the parents on a termly basis and the progress on the targets commented on. The parents and child will meet with the class teacher and /or the SENCo when the IEP is due for review. At this meeting, progress will be discussed and new targets will be set for the following term. It will be at the review stage that it will be decided if a pupil will be removed from the SEN register.

Referral for an Educational, Health and Care Plan (EHCP):

Some children may require further support if they continue to experience significant learning difficulties. In this case the school may ask for parental permission to refer their child for Statutory Assessment. Parents are also entitled to request Statutory Assessment for their child.

The application for this process requires information from a variety of sources:

Parents
Teachers
SENCo
Educational Psychologist
Speech and Language therapist
Social care
Health professionals

Information will be gathered and submitted to the appropriate team who will make a decision about the EHCP. More information about this process is available on the West Sussex County Council website, under their Local Offer or on the Parent Partnership Service website.

[Click here for a link to the West Sussex County Council Local Offer website.](#)
[Click here for a link to the Parent Partnership Service website.](#)

Following the Statutory Assessment process, an EHCP will be provided by the West Sussex County Council, if it decided that the child's needs are not being met by the support that is currently available. The school, parents and child will be involved in co-producing this plan. Parents can appeal against the content of the plan and they may also appeal against the school named in the plan if it is different from their choice.

If the plan is agreed then it will be reviewed annually by the parents, child and teachers, so that appropriate changes can be put into place.

Allocation of resources for pupils with SEND:

All pupils with SEND will have access to the pupil allocation of the school's budget. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. Individual applications are referred 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 senior leadership team and governors to agree how the allocated resources are used.

Admission, transfer and transition:

On admission- the school will seek to ensure that it receives any documentation concerning a child's SEND where relevant. Application forms for the reception class are screened for information relating to SEND and the reception class teacher visits the child's pre-school placement. If the reception class teacher raises a concern regarding SEND then the SENCo will arrange to visit the child's pre-school setting prior to them starting school. Then arrangements can be discussed with parents for an effective transfer.

Transfer to other schools- the SENCo will endeavour to make contact with receiving schools to pass on information so that SEND records can be forwarded.

Transition:

Children with identified SEND will have carefully planned transition programmes with extra visits to their new school to make the transition as smooth as possible.

Storing and managing information:

Each class teacher has a class SEN file that contains the current Individual Education Plans for each child in their class. These files are stored in the classroom. Correspondence from any outside agencies and any detailed information about the child's SEN is stored in individual files in the locked SEN filing cabinet. The headteacher and SENCo have access to this information at all times. They are able to disclose information to parents and class teachers regarding reports or letters written by the school or received from outside agencies. Information is also stored electronically on our school's SIMS database which is linked to West Sussex County Council.

Training:

The headteacher and SENCo decide on the training needed and all teachers and teaching assistants receive appropriate training to deliver the interventions. This may be during INSET days or specialised staff such as Health Care professionals and Speech and Language therapists may come to the school to deliver training. Any relevant off-site courses are also offered to the staff if they are considered relevant and beneficial to supporting the children.

Roles and responsibilities:

The governing body in cooperation with the headteacher, is responsible for this policy and has statutory duties under the Act. The governors have a commitment to provide the best possible provision for all the children.

The Chair of Governors is Mr Paul Griffiths.

The nominated Governor with special responsibility for SEND is Mr John Thompson.

The headteacher working with the SENCo is responsible for the day to day management of the school's work including the provision for children with SEND.

The headteacher is Mrs Janet Llewelyn.

The responsible person as defined in the Act is the headteacher. The responsible person is the representative of the school that the LEA must inform when they have formally concluded that a child has SEND. It is then the duty of the responsible person to ensure that all those who will teach the child know about his or her special educational needs. The responsible person must also endorse all referrals by the school to the LEA for Statutory Assessment.

The special educational needs co-ordinator is the teacher in the school with responsibility for SEND. Details of the role of the SENCo at St Mary's C of E Primary, Clymping, are to be found in the SENCo job description.

The SENCo is Mrs Nicola Paddock
(who holds the current National Award for Special Educational Needs Co-ordinator).

Class teachers are teachers of children with SEND and share the responsibility of ensuring that all pupils who are identified with SEND have their needs met as effectively as possible. It is the responsibility of the class teacher to ensure that the teaching assistants are fully informed of a child's SEND and for the day to day support of those pupils in their class identified with SEND.

Dealing with complaints:

Complaints about SEND support within the school are referred by the class teacher to the SENCo or parents and carers can speak directly to the SENCo. If the matter cannot be resolved during this discussion, then the complaint is passed onto the headteacher and the complaint is processed in accordance with the school's Complaints Policy.

Reviewing the policy :

This policy will be reviewed every two years.