



SEN policy and information report

September 2021

Updated annually

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Definitions	2
4. Roles and responsibilities	3
5. SEN information report.....	4
6. Monitoring arrangements	8
7. Links with other policies and documents	8

Our vision for SEN

At St Mary's we aim to provide an inclusive learning environment for all children and give them every opportunity to achieve the best they possibly can. We strive to have every child accessing the national curriculum by addressing barriers to learning early on, and putting the support in place so they can overcome them.

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Amy Elsdon and she can be contacted as follows:

Email: senco@stmaryscllymping.org.uk

School Office telephone number: 01903 714325

They will:

- Work with governors to determine the strategic development of this SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The Ethos Committee of the Board of Governors

Ethos Committee will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the ethos committee to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

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

5.2 Identifying pupils with SEN and assessing their needs

At St Mary's we fully understand the importance of early identification of special educational needs in order to support every child to reach their full potential. Early identification and adjusting provision accordingly, improves long-term outcomes for the children.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents/carers

A person-centered approach is incredibly important to us and the needs and voice of the child will always be put first.

We will have an early discussion with the pupil and their parents/carers when first identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents'/carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- The parents/carers are happy for us to seek outside agency support if needed

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents and get their consent when we feel that a pupil should be included on the school's SEN register. This is often when the child is in receipt of support from outside agencies.

Parents/carers and the child will be invited to EHCP annual reviews and target setting will coincide with parents' evenings when possible so that the parents/carers and child will be a part of this process.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress and adapt when needed. When reviewing and assessing, the parents and child will be included so that targets are reviewed as accurately as possible.

5.5 Supporting pupils moving between phases and preparing for adulthood

When pupils with identified special needs join St Mary's we work with parents and previous settings to ensure smooth transition. This may involve frequent visits to the school, visits from St Mary's staff to the previous setting and the provision of photographs, transition books and other materials as appropriate. Arrangements for gradual transition may also be put in place. Our aim is to meet the individual needs of the pupil.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Pupils who would benefit from additional time in their new setting will be supported in this.

Pupils in Year 6 who are transferring to secondary school follow a transition programme in the summer term in preparation.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Speech and language programmes
- Social skills groups
- Sensory work
- Additional reading
- Jump Ahead
- Any other interventions/adaptations implemented to meet individual needs, supporting pupils to access the curriculum and make progress

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Allowing pupils to record in a variety of ways.

5.8 Additional support for learning

We have 4 teaching assistants who are trained to deliver interventions such as:

Speech and Language programmes, Jump Ahead, Emotion Regulation techniques.

Teaching assistants will support pupils on a 1:1 basis when this is appropriate.

Teaching assistants will support pupils in small groups during our intervention times.

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language Therapy Service
- Specialist Mental Health Professionals
- Educational Psychology Service
- Special School Outreach
- Learning Support Team
- Behaviour Support Team
- Beacon House (Trauma Specialists)
- Autism Sussex
- Early help team
- CAHMS support line
- Virtual School
- Any other agencies required in support of a child

5.9 Expertise and training of staff

Our SENCO has 7 years' experience as a class teacher and experience as a phase leader. She has gained the National Award for Special Educational Needs Coordination at the University of Chichester. Other qualifications she has includes 'Understanding Children and Young People's Mental Health' and 'Understanding Specific Learning Difficulties'.

We have a team of 4 teaching assistants who are trained to deliver SEN provision.

Staff have been trained in working with pupils who have suffered trauma, working with pupils with attachment difficulties and delivery of speech and language programmes.

Training needs of staff are also identified depending on the children's needs in the class.

Teaching and learning is monitored regularly throughout the school year as we know that quality first teaching is likely to mean that fewer children will need additional support. Teachers take part in regular training and updates with regards to quality first teaching through; CPD, staff meetings and monitoring and feedback.

5.10 Securing equipment and facilities

We use our SEN budget to purchase any additional resources needed to support individuals and groups.

5.11 Evaluating the effectiveness of SEN provision

The head teacher monitors the provision of all children within the school on a regular basis.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Monitoring by the SENCO
- Reviewing progress of pupils with EHCPs against IEP targets every term
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Progress compared to national data
- Effectiveness of interventions and progress made through interventions
- Pupils work
- Pupil voice

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of pupil decision making groups
- Pupils with SEN are included in our buddy scheme
- Pupils with SEN form trusting relationships with adults where they feel they can share problems with them.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We work closely with a range of outside agencies including Health and Social Care, Speech and Language Therapy, Local Authority Support and are open to seeking advice from any agency which can support individual pupils and help us to meet their needs.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Contact details of support services for parents are available from the SENCo or on the Local Offer [West Sussex Local offer](#)

5.17 Contact details for raising concerns

Parents who have any concerns about their child should speak in the first instance to the class teacher, and then the head teacher.

5.18 The local authority local offer

Our contribution to the local offer is available [St Mary's CofE Primary School's Local Offer](#)

Our local authority's local offer is published here: [West Sussex Local offer](#)

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions