



St Mary's CE VC First School, Charminster

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 to 25 (July 2014) and has been written with reference to the following guidance and documents

- ✓ Equality Act 2010: Advice for Schools - (DfE May 2014)
- ✓ SEND Code of Practice 0 to 25 (July 2014)
- ✓ Schools SEN Information Report regulations (2014)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY - SCHOOL INFORMATION

The head teacher has overall responsibility for Special Educational Needs and Disability in St Mary's First School.

The designated teacher responsible for co-ordinating SEND provision and co-ordinating the day to day SEN and disability provision for children at St Mary's is Lisa Thornicroft. lisathornicroft@charminster.dorset.sch.uk She is a member of the Senior Leadership Team within school.

The Governor with oversight of the arrangements for SEN and Disability is Rev Mark Phillips markphillips@charminster.dorset.sch.uk

"The purpose of education for all children is the same; the goals are the same. But help that individual children need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy; for others it is fraught with obstacles."

Warnock Report, 1.4

School Mission Statement

St Mary's is a happy and friendly school where children are inspired to achieve their very best. They learn within Christian values, beliefs and practices to be part of the wider world, where care and respect for one another and their environment are embedded daily in school life.

AIMS AND OBJECTIVES

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At St. Mary's First School, we seek to enable our pupils to make the best use of the opportunities offered at school so that they will grow in knowledge and understanding, learn relevant skills and be proud of their achievements in all aspects of their lives. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. In this policy we are outlining how we seek to meet the needs of those pupils with disabilities or special educational needs. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

AIMS

- ✓ To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive
- ✓ To identify at an early age, individuals who need extra help and attention
- ✓ To enable each child to take part in and contribute fully to school life
- ✓ To develop self esteem within individuals
- ✓ To provide access to and progression within the curriculum
- ✓ To involve children in the planning and monitoring of their special educational needs and or disability where suitable
- ✓ To work in partnership with parents to support children's learning and health needs
- ✓ To provide quality training for all staff to enable them to support children with special educational needs and disability

OBJECTIVES

- ✓ To identify and provide for pupils who have special educational needs and additional needs
- ✓ To work within the guidance provided in the SEND Code of Practice 2104
- ✓ To operate a 'whole child, whole school' approach to the management and provision of support for special educational needs
- ✓ To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Policy
- ✓ To provide support and advice for all staff working with special educational needs

ROLES AND RESPONSIBILITIES

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that St Mary's arrangements on supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

How will we do this?

The SENCo has termly meeting to the link governor regarding all aspects of SEND. Each term the SENCo will report to the Governors about SEND at a full Governors meeting. An annual report is written and shared with full governors. SENCo also reports to governors LAC (Looked after children) information.

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ADMISSION ARRANGEMENTS

St Mary's use the local authority arrangements for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this St Mary's makes appropriate and reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, St Mary's liaises with the local authority, health service and parents to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer section of the school website.

<http://www.charminster.dorset.sch.uk/local-offer-2/>

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS/DISABILITY

St Mary's has an Accessibility Plan that is monitored, reviewed and then reported upon annually by the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed 'The Equality Act 2010 and schools (May 2014).' We comply with the requirement to support children with a disability as defined by the Act.

The school has these specialist SEND facilities in place

- Physical environment (wheel chair access via ramp to the main entrance, wheel chair ramp to the playground from Maple class, acoustic tiling and/or curtains in Oak, Beech, Rowan and Linden classrooms, disabled toilet with handrails)
- Assistive technology

SEN INFORMATION REPORT AND LOCAL OFFER

The school website holds information about SEND and specific information about how children with SEND are supported within our school in the curriculum and around school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents, governors and all staff.

<http://www.charminster.dorset.sch.uk/s-e-n/>

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (July 2014) identifies SEND under four broad areas of need (section 6.28 to 6.35)

- i) Communication and interaction
- ii) Cognition and learning
- iii) Social, emotional and mental health difficulties

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iv) Sensory and/or physical needs

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements

St Mary's staff use a wide range of tools to assess the amount and level of SEN support required. These include:

- Discussions with parents
- Monitoring and tracking of children's progress
- Standardised tests
- Professional discussions with outside agencies
- Medical information

Learning needs are managed by using SEN Support or by having an Educational, Health and Care Plan (EHCP). The majority of children with special educational needs or disability will have their needs met by the school.

Our staff are responsible and accountable for the development and progress of the children in their class, including where pupils access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have additional learning needs. This is known as a 'graduated response'. At this stage any interventions that a child is receiving that differs from the majority of the class will be recorded in the intervention section of School Pupil Tracker. Parents will be informed of any additional interventions. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision will be recorded in the school records (SEND register) and the child's parents / carers **will** be informed that special educational provision is being made.

The SENCO will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND

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- Bereavement and family issues.

MANAGING SEND CHILDREN IN OUR SCHOOL

Where a child is identified as having SEND and or a disability, St Mary's adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice:0 to 25 (*July 2014*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

Provision / action that is additional to or different from that available to all will be recorded on a Provision Map

- ✓ The Provision Map will indicate the area of need and will specify individual and small group provision for the pupil. Specific short term targets will be agreed in consultation with the pupils (where appropriate) and parents and then be recorded on the child's provision map. This will be completed by the class teacher but always in consultation with pupils, parents, carers and the SENCO. It may also involve consultation and advice from external agencies.
- ✓ Provision maps will be reviewed at least 3 times a year with the parents/carers and teacher and, where appropriate, the child. Targets will be reviewed more often as they are achieved.
- ✓ If the school has evidence that a pupil is making insufficient progress despite significant support and intervention, we may seek further advice and support from outside professionals.
- ✓ Outside agencies that may be consulted include SEN Specialist Service (SENSS), Social Services, School Health Service, County Psychological Service, the Behavioural Support Service, the Hearing and Visually Impaired Service, the Speech and Language Service and any other service that may provide useful in supporting staff and pupils. Pupil and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

For children with a current Statement of Special Educational Need, the local authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (*DfE - July 2014*) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

The provision for children is monitored and evaluated through;

- ✓ Review meetings with parent/carers/child
- ✓ Staff meetings with a focus on SEND
- ✓ Pupil progress meetings between teachers and Head teacher
- ✓ Regular meetings with the SENCo and Head teacher

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- ✓ Termly meetings between the SENCo and SEN governor

COMING OFF THE SEND RECORD

A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan.

However a child's progress will continue to be monitored by using the school's tracking systems.

STORING AND MANAGING INFORMATION

General Data Protection Regulation (GDPR) and the current Data Protection Act 1998 (DPA) will be updated by a new Act giving effect to its provisions. We ensure that your personal data is processed fairly and lawfully, is accurate, is kept secure and is retained for no longer than is necessary.

Please see our privacy notice ([link to website](#))

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

St Mary's will work within the statutory guidance, Supporting Pupils at School with Medical Conditions - (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that St Mary's is expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the St Mary's policy on "Supporting children at school with medical conditions".)

TRANSITION ARRANGEMENTS

St Mary's is committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

We have a highly developed transition programme in place for our Reception and Year 4 children.

Starting Reception -Regular visits from the Pre school children in the year leading up to transition and a close working relationships between staff from both establishments assist with

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transition. Our Reception teacher visits the home of all children. All children are invited to attend a transition session where they will spend time in their new classroom. Each child is allocated a Year 4 buddy to help them settle into their new school. A discussion between the pre school SENCo and school SENCo will pass on any SEND information and records.

Year 4 - There are regular visits to the local Middle School, including science trips and orienteering activities. There is Learning Transition Mentor (Helen Pegram) who spends one day a week in our school in the Summer term prior to them starting at their middle school. They then work in the Autumn Term within the Middle school to assist with transition. Additional visits can be arranged if required. The SENCo liaises with the SENCo's from the Middle Schools to pass on information regarding SEND pupils. Where a child may have more specific needs, a separate meeting may be arranged between School SENCo, Middle school SENCo, the parent/carers and where appropriate the child.

Transferring to/ from another school mid year - When receiving a child from another school with SEND, the SENCo will contact the school's SENCo to discuss specific needs, strategies and provision previously in place. The SENCo will then arrange a meeting with the child's parents / carers to discuss the continuing provision at St Mary's. Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

When transferring a child, the SENCo will ensure all necessary paperwork concerning a child is copied and sent to the child's new school as soon as possible

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and children as and when required.

Current Training

Lisa Thornicroft - Lisa Thornicroft - The National Award for SEN Coordination. Facilitator for Person Centred reviews, Introduction to identifying children with Dyslexia and specific learning difficulties

Jacqui Kirby - ELSA (Emotional Literacy Support Assistant)

Sally Porter - Forest schools

Carol Jerrard/Jacqui Kirby - Family Jigsaw

Belinda Bessant - 1st Class @ Number

Emma Middleton- Reading Recovery

Pippa Simpson/ Emma Middleton- National Autistic Society Early Bird Plus

Emma Middleton - promoting language development in hearing impaired children

Suzanne Garner/ Lisa Thornicroft/Carol Jerrard/Becci Gardner -Team teach

Pippa Simpson/Elaine Pickergill - delivery of a speech and language programme

Suzanne Arnesen/ Bel Bessant/Becci Gardiner/Carol Jerrard/Jacqui Kirby/Emma Middleton/Pippa Simpson/Debbie Windthorpe - Positive Behaviour for learning

All TA - Phonic refresher course

All teaching staff - Ready Steady Write

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The SENCO, in liaison with the staff, will recommend or arrange appropriate SEND training for staff where needed. The SENCO will provide information on specific needs for new staff through termly staff meetings.

The SENCO works with other schools within the Dorchester Area Schools Partnership. The SENCOs meet termly. This enables the school to build SEN resources and to share advice, expertise and training.

Our SEND Governor has received training on SEN and Inclusion. He has also attended Looked After Children training. We are currently liaising with Governor Services and will provide a governor training around their responsibility relating to Supporting children at school with medical conditions when appropriate training becomes available.

SEN INFORMATION

St Mary's presents its SEN information in three ways:

- i. by information placed on the school website which can be found at www.charminster.dorset.sch.uk
- ii. by following the link from the school website to the local authority's Local Offer website;
- iii. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the schools and local authorities websites.

ACCESSIBILITY

St Mary's publishes its Accessibility Plan on the school website; this information can be found <http://www.charminster.dorset.sch.uk/school-policies/>

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO.

St Mary's publishes its Complaint's Policy on the school website; this information can be found <http://www.charminster.dorset.sch.uk/school-policies> (If things go Wrong)

REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually by the SENCO and SEND Governor in consultation with parents/carers and children / young people before being ratified by the Full Governing Body.

If you are interested in assisting with this please contact the school office for more information.

LINKS TO OTHER RELATED POLICIES

[Supporting children at school with medical conditions](#)

[Accessibility Plan](#)

[Equality / equality information and objectives](#)

[Anti bullying](#)

[Data protection](#)

[Child protection](#)

[Behaviour](#)

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