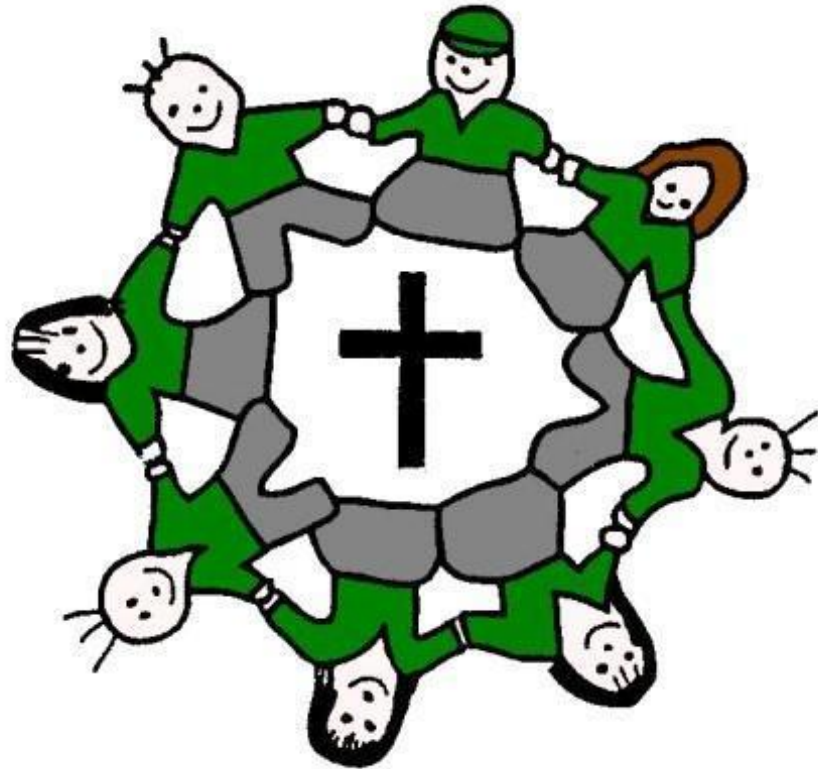


St Martin's CE Primary School



SEND Policy

Reviewed and Updated by the Governing Body: July 2022

THE SCHOOL'S MISSION STATEMENT

Whilst at St Martin's, we will all work hard to SHINE.

To be:

- Spiritually and Socially responsible
- High achievers
- Independent
- Nurtured and
- Empowered to face life's challenges

Rationale behind the Mission Statement

The school is a Christian community under God of children, staff, parents, governors, relatives, friends and churches.

We exist to promote the spiritual, emotional, mental, academic and physical development of all our members, in which we may all grow to our full potential as Christian members of society.

We aim to achieve this by:-

1. Putting Christian values at the centre of our life.
2. Providing the best possible learning opportunities to enable us to become lifelong learners.
3. Providing a disciplined, sympathetic and caring structure within which we will find both safety and freedom to be ourselves, to express ourselves to develop good relationships and experience success.
4. Giving all the opportunity to experience and enjoy many different aspects of life, including church activities, sport and music and to foster positive relationships between all within the community.
5. Providing a stimulating and pleasant working environment that promotes good community life for all.
6. Providing links with the wider community to enable a greater understanding of the diverse culture in which we live.
7. Building effective partnerships with all parents and carers based on mutual respect.

This policy 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
- Equality Act 2010
- Schools Admissions Code 2021

This policy should be read in conjunction with the following school policies:

- SEND Information Report
- Behaviour Management Policy
- Safeguarding Policy
- Teaching and Learning Policy
- Assessment Policy
- Equality and Diversity Policy

Our Vision:

- To provide children with special educational needs and disabilities (SEND) a broad and balanced curriculum with regular access to all subjects and areas of learning.
- To work within the guidance provided in the SEND Code of Practice
- To provide high-quality teaching that is differentiated and personalised and that meets the needs of children and young people.
- To have high ambitions, set challenging targets, and track the progress of all pupils.
- To ensure that teachers and teaching assistants (TAs) are prepared for dealing with the challenges and complex difficulties posed by children with SEND by providing structured training on a variety of SEND issues.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies.
- To ensure that those with senior leadership responsibilities as well as the class teacher accept responsibility for the planning and organisation of appropriate learning opportunities for all pupils with SEN.

Identifying SEND

Definition of Special Educational Needs & Disabilities (SEND)

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them that is different from and/or additional to that normally available to children of the same age.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the 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

Children may have additional needs in the following four broad areas:

- Communication and interaction (Autism Spectrum Disorders and Speech, Language and Communication Needs)
- Cognition and learning
- Social emotional and mental health difficulties
- Sensory and/or physical (Hearing impairment, Visual impairment, Dual Sensory Needs, Physical and Medical Need)

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

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.

The school uses a number of methods to identify, assess and monitor the progress of pupils with SEND including

- Baseline assessment results
- Progress measured against NC
- Standardised screening and assessment tools
- Independent work produced by pupils
- Observations of behavioural, emotional and social development
- Pupil Progress meetings
- Parental concerns
- Information from outside agencies
- Information from previous educational settings
- Existing EHC Plans

At St Martin's we are committed to keep up to date with current legislation and continue to train our staff in all areas of SEND so that we can meet the needs of all pupils.

Graduated Response

School will use a graduated response to identify and respond to children whose attainment falls outside of the expected range.

Quality first teaching: the first response to children who have or may have special educational needs is the responsibility of the class teacher.

Intermediate Support: if pupils haven't made progress despite quality first teaching, additional support or interventions may be put in place and progress will be monitored by the class teacher and the SENCO through a One Page Profile. Advice from external agencies may be sought.

SEN Support: if pupils continue to experience difficulties a **Plan Do Review** process will be initiated. Advice may be sought from outside agencies and support that is additional to and different from other pupils may be put in place. At the planning stage we will take a Person Centred approach involving both parents and children to decide on appropriate outcomes. A SEND Support Plan will be put in place at this stage with expected outcomes identified. This will be reviewed termly with parents.

EHC Assessment: if, despite full use of school's resources, pupils outcomes are not being met and they are not making expected progress, or have long term and complex needs, evidence will be gathered for a submission for a statutory assessment of the child's needs.

EHC Plan: the local Authority will decide if an EHC plan is appropriate, gather advice from those involved with the child and issue a document that sets out the needs and required outcomes. School will work within the statutory guidelines to provide the support, monitor progress and annually review the plan.

Roles and Responsibilities

The Role of the SENCO

They will:

- Work with the headteacher and SEN governors to determine the strategic development of the 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
- Evaluate process and practice to improve outcomes for all
- 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 (LA) and its support services
- Liaise with potential next providers of education to ensure that the child/young people and their parents are informed about options and a smooth transition is planned
- Work with the Governing Body to ensure 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

The SENCO at St Martin's is Mrs Lauren Mack

The Role of the SEN Governor

The SEN governor 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 headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The SEND Governors at St Martin's are Mr. Phillip Lowe and Ms. Sheree McCabe

The Role of the Headteacher

The headteacher will:

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

The Headteacher at St Martin's is Mrs Helen Woodward

The Role of the Class teacher

- Provide quality first teaching for all pupils
- Provide a graduated approach to meeting the needs of pupils with SEND
- Be responsible and accountable for the progress and development of the pupils they teach;
- Have high expectations of pupils with SEND;
- Be aware of the school's policy for the identification and assessment of pupils with SEND and the provision it makes for them;
- Work closely with the SENCO;
- Be well informed of the special needs, medical conditions and the Education, Health and Care needs of the pupils that they teach;
- Implement any advice and teaching strategies given by the SENCO and outside agencies;
- Ensure their planning includes differentiation;
- Inform the SENCO of any identified barriers to learning and lack of progress of pupils;
Liaise with parents of pupils with SEND to update them of the progress of their children;
- Suggest ways that parents can support their children at home;
- Identify any additional training needs they require;
- Provide in- class and out of class interventions to support pupils;

Partnership with Parents and Carers

The class teacher is the initial point of contact for responding to parental concerns.

The SENCO will be available for meetings with parents and carers who have concerns about pupil progress or about the support they are receiving. Parents and carers will always be consulted if a child is identified as having Special Educational Needs and may be involved in devising strategies for their child through the Person Centred approach.

Parents and carers will be asked for their consent for any involvement by medical or other outside agencies.

Training

At St Martin's we are committed to responding to the needs of all our pupils. There is an ongoing programme of professional development in school. This includes whole school and individual training for staff in SEND and specific medical conditions.

Outside Agencies

Our school buys into the LA QEST team (Advisory Service) and educational psychology service through an SLA.

In addition, school buys in the support of an independent speech and language therapy service: Speechwise and a private counselling service: Concentric Circles.

School also works with the Speech and Language Service, community paediatric team, physiotherapy and occupational therapy service and Healthy Young Minds service provided by the Health Service.

Complaints

The school complaints procedure can be found on the school website or requested from the school office.

Reviewing the Policy

This SEND Policy will be reviewed annually in line with the SEND Code of Practice 2014 and SEND Information Report.