

Special Educational Needs and Disability Policy

St Mark's C of E Junior School and Wyndham Park Infants' School

SENDCOs: Mrs L Lambert (St Mark's) and Mrs B Morris (Wyndham Park)

Governor: Mrs Jenny Baylis

Definition of Special Educational Needs

"A child or young person has special educational needs 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:-

- has a significantly greater difficulty in learning than the majority of children of the same age

or

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions."

(See p 4 of Special Educational Needs and Disability Code of Practice : 0 - 25 years).

Special Educational Provision means:

"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 nurseries, mainstream post-16 institutions or by relevant early year providers. For children under two years of age, special educational provision means educational provision of any kind."

(See P5 of Special Educational Needs and Disability Code of Practice: 0 - 25 years).

Rationale

At St Mark's and Wyndham Park we believe that every child is extraordinary and that education has the capacity and the possibility to change lives for the better. Here teaching and learning is built upon a foundation that is inclusive, supportive, challenging and empowering. We promote high expectations, aspirations and an intense engagement in learning. This supports learners in establishing the values, attitudes, skills and knowledge through which they will be able to achieve success, gain fulfilment in the future and become life-long learners. Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Teachers are responsible and accountable for all the children in their classes and ensure high quality inclusive teaching, including effective differentiation, by planning lessons that ensure that there are no barriers to every pupil achieving.

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including those with SEN and those who access support from teaching assistants or specialist staff. High quality inclusive teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. The DfE believes that the majority of pupils can make progress through such teaching. Additional intervention and support cannot compensate for a lack of good-quality, personalised teaching.”

Our policy has been reviewed and written to reflect the Code of Practice 0-25 guidance.

Aim

We firmly believe that everyone can learn more, if they are taught appropriately, whatever they have previously achieved. At St Mark’s and Wyndham Park we believe there is no ‘ceiling’ or upper limit to learning and we aim to ensure that all children build learning capacity to make progress and exceed their potential whatever their individual need.

Objectives

In order to meet the special educational needs of our children at St Mark’s Junior School and Wyndham Park Infants’ School we:

- Identify those children who have SEN/D as soon as possible.
- Provide intervention at a suitable level when a child is identified as having SEN/D.
- Use a variety of teaching styles, and cater for different learning styles to allow children with SEN/D to access the National Curriculum.
- Use resources effectively to support children with SEN/D.
- Assess and keep records of the progress of children with SEN/D.
- Work with outside agencies who provide specialist support and teaching for children with SEN/D.
- Inform and involve the parents of children with SEN/D so that we can work together to support our children.
- Encourage active involvement by the children themselves in meeting their needs.
- Provide ongoing training for all staff working with children with SEN/D.

Identifying special educational needs

The school follows the guidance contained in the Special Educational Needs and disability Code of Practice: 0 - 25 years (2014). This recommends a graduated approach.

The Code does not assume that there are hard and fast categories of special educational need, but recognises that children’s needs fall into four broad areas. These are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

When identifying the needs of pupils at St Mark's and Wyndham Park, we consider the child as a whole. Some factors that may impact on a child's progress and attainment are not always due to SEN. Examples of these are listed below:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the pupil premium
- Being a looked-after child
- Being a child of a serviceman/woman.

Details concerning these aspects can be seen in the relevant school policies. Behaviour is not considered a SEN in itself, as behaviour is seen as indicative of an underlying need.

The approach to providing SEND support (See SEN/D Flow Chart attached)

High quality inclusive teaching including highly effective differentiation	The needs of the majority of children will be met in the classroom. In all classes teachers are responsible for the teaching and learning of all pupils, including those with SEND. The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. If a child is below age related expectations or has made less than adequate progress then they are assessed against the WGRSS (Wiltshire Graduated Response to SEND Support) and if appropriate become 'School Support'. Parents will be informed and the child will be put on the school's SEND register.
School Support	Those that are in danger of under achieving but will make progress with some provision in/out class. This is noted on their personal plan which follows the recommended Assess, Plan, Do, Review cycle. If the child's progress is not accelerated as a result of this provision then the child is assessed using the WGRSS and, if appropriate, are put onto a My Support Plan. Consideration will be given to whether any outside agencies are required at this point.
My Support Plan (Non-Statutory)	A child receives additional support in class and/or in intervention groups. A 'My Support Plan' is generated, with clear targets that have the child at its centre. Outside agencies and/or in school experts are consulted to provide additional support. This paperwork is used to gather evidence over a period of twelve months, by which time it will be decided by the SENDCO, in consultation with professionals and parents, if the school should apply for an EHCP.
Statutory My Plan (Education Health Care Plan).	A child receives specific support in or/and out of class partially funded by the Local Authority in conjunction with on-going school targets and differentiation.

Parents and children will be informed and included at all stages of support.

The Graduated Approach

In accordance with the New SEND Code of Practice, St Mark's and Wyndham Park uses the 'Assess, Plan, Do, Review' approach as explained below:

- **Assess:** Once a concern has been raised regarding a child's progress, the class teacher will carry out a clear analysis of the pupil's needs with the support of the SENDCO.
- **Plan:** The teacher, in consultation with the SENDCO, parent and pupil should agree the adjustments, support and interventions to be put in place, as well as the expected impact on progress. Interventions will be recorded on the child's personal plan. Each child will also have personal targets with specific outcomes to be achieved.
- **Do:** The class teacher remains responsible for working with the child on a daily basis. Where interventions involve group or one to one teaching away from the class teacher, the teacher will still retain responsibility for the child's progress.
- **Review:** class teachers, with the support of the SENDCO, will arrange to meet parents three times a year to review children's progress. Prior to the meeting the class teacher will have ascertained the child's views on how he/she feels they are progressing. If the child has an Education and Healthcare Plan (in Wiltshire this is referred to as a My Plan), parents/carers will be invited to a review meeting arranged by the SENDCO. Parent/carer's views and that of their child, along with recent assessments by any external agencies will be discussed to ensure that the plan remains relevant.

If at the review stage, it is decided more expert help is required then with parent/carer's consent school will make a referral to the appropriate external agency such as the Educational Psychologist, Speech and Language Therapy service or the Wiltshire SEND support service. After assessment and discussion with the parent/carer and the class teacher a programme of support is usually then provided. A copy of any written reports will be sent to the parent/carer, which hopefully will be shared with the school.

Generation of a 'My Support Plan' for a child

Following a review of the strategies at the initial SEND support level it may be decided to put a child on a My Support Plan. This is used when a child has special educational needs and/or a disability and requires support in the long term. The purpose of the My Support plan is to understand a child's need, how they need to be supported and what they hope to do/achieve.

The 'My Support Plans' will be generated in full consultation with the parents, child, class teacher and the SENDCO. Outside agencies, who may already be involved with the pupil, will also be consulted. Together, a 'My Support Plan' will be generated with the child at its centre. Long term goals will be considered and then the short-term goals that will be needed to fulfil these longer-term goals.

The 'My Support Plans' will provide for:-

- the child's views and opinions and what is important to them
- the views of their parents/carers
- what makes the child a unique individual

- what is important for the child (e.g. health or communication needs) and how best to support the child
- how the child learns
- what is and isn't working for the child and their family
- who is important to the child
- hopes and dreams for the future including provision for transition
- shared action plan with short term targets included
- support action required in order for targets to be achieved
- review against targets

With the parent/carer's consent the My Support Plan will be registered with Wiltshire Council so that any further help in the form of external agencies can be accessed. The 'My Support Plans' will be jointly reviewed three times a year and a meeting with the parents will be arranged.

(If the child's needs involve safeguarding issues, then it may be more appropriate to complete an Early Help CAF or if concerns are serious then concerns must be reported directly to the Multi-Agency Safeguarding Hub. Please see the Safeguarding Policy for further guidance.

The Designated Safeguarding Lead (inc. Child Protection) is Mr Gareth Flemington (HT)

Requesting an Education, Health and Care Plan (EHC Plan) / Statutory My Plan

Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we will discuss with the parents and child the need for us to approach the LA to request a statutory assessment for an EHC plan. (This may or may not result in the LA issuing an EHC plan.) If the parent/carer is in agreement, the SENDCO will contact the SEND service to request that a SEND lead worker be appointed to the child. The SEND lead worker will be a single point of contact and who will be responsible for liaising between all the interested parties ensuring that everyone is working together and effectively sharing information. The SEND lead worker will attend the My Support Plan review and provide advice to the parent/carer and school as to evidence required for the statutory assessment process. If the LA decide to go ahead with the statutory assessment the SEND lead worker will co-ordinate the assessment and write a draft EHC Plan in conjunction with the parent/carer, child, external agencies and school to submit to the LA.

Where a child has an EHC Plan, the school will carry out an annual review. The parent/carer, child, SEND lead worker, the LA, outside agencies, SENDCO and the class teacher will be invited to attend.

The EHC Plan will ensure a collaborative, joined up approach to support the child. Parents/carers of children with a statutory EHC Plan have the right to request a personal budget. If this is requested, the SEND lead worker and the LA will provide support on this.

Local Offer

Wiltshire LA has compiled a local offer which details all the services and support available for children and young people with SEND.

The link for this is: www.wiltshirelocaloffer.org.uk

SEND Information Report

St Mark's and Wyndham Park's SEND Information Reports annually describe the detail the support and provision that we are able to offer children and young people with SEND. These are available on our school websites and also in paper format if requested from our school offices.

Links and use of outside agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENDCO will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Local Education Team including the Educational Psychologist (EP), Learning Support Team (SSENS), Early Years Inclusion Service, Physical and Sensory Impairment Support Service team, Speech and Language Therapy, Health and LA personnel. Any or all of these agencies may be involved.

Partnership with parents/carers/children

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are invited to be fully involved in the identification, assessment and decision-making process in the school. Parents/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing the My Plans and My Support Plans. The school will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. In our schools, we encourage children to participate in their learning. We encourage them to have a voice in deciding the priorities for our School Development Plan through the school council. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEND this includes discussing the strategies for their success. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

Links with other schools, and agencies including the voluntary sector

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings where necessary. Children are invited to visit Wyndham Park for induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage.

Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, SENDCO and by their peers to ensure that they have a smooth transition.

We follow the guidelines set out in the Wiltshire School Age Transition Liaison Guide to ensure a smooth and positive transition from Y6 to Y7. In some cases the SENDCO will arrange extra transition meetings and visits if it will benefit the pupil moving to secondary school. Staff from Secondary Schools usually visit us and their SENDCOs also maintain a close liaison which continues into Y7.

Both SENDCOs attend local cluster meetings and are able to network with staff from other local schools.

Training and Resources

Most of the resources used by children having special educational needs are available within the classroom. St Mark's school has a nurture room (Garden Room) with the support of an ELSA (Emotional Literacy Support Assistant). Money may also be spent on further additional resources, staffing costs and time allocated to the SENDCO to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENDCO.

Through the monitoring and evaluating of our provision the SENDCO, with the CPD lead, will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the Academy Development and Improvement Plans and/or performance management objectives. Staff who attend further courses will feedback on courses attended through staff meetings or team meetings. The effectiveness of such professional development will be monitored and evaluated by the SENDCO, and information provided during the annual evaluation of the school's overall SEN provision.

Training is provided for class teachers and TAs by the SENDCO and outside specialists to ensure all staff are up to date with current thinking and have a clear understanding of their roles and responsibilities.

Admission arrangements

We strive to be fully inclusive schools. All children will be treated according to their needs in line with the school's policy for equality. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, the governors will make every effort to ensure the child's needs are fully met and the school's SENDCO will work with the child's family to endeavour to make this happen. If a child is transferring into the school with an EHCP, or has been receiving extra support in their previous school, the continuation of this support will be negotiated with the LA to ensure their needs can be met.

Any variation to the above will need to be agreed by the Somerset Road Education Trust Board of Trustees.

Roles and responsibilities

At St Mark's and Wyndham Park there is a Local Governing Committee member who has been assigned as the link member for SEND. The SEND link Governor and the SENDCOs will meet at least three times a year to discuss provision within the school, overall progress and be involved in the strategic development of SEND policy and procedure within our school.

The SEND link Governor for St Mark's and Wyndham Park is Mrs Jenny Baylis (Chair).

The Local Governing Committee, working with the Headteacher and SENDCO, need to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

The Local Governing Committee play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND policy.

- They are up to date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the Academy Development Improvement Plan and the school's self-evaluation process.
- The quality of SEND provision is continually monitored.
- An annual report is provided to parents.
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision for their learning.

The Local Governing Committee must ensure that there is a qualified teacher designated as SENDCO for the school.

(See P97 of Special Educational Needs and Disability Code of Practice: 0 - 25 years).

The school's governing body (LGC) must ensure that arrangements are in place in schools to support pupils at school with medical conditions and should ensure that school leaders consult health and social care professionals, pupils and parents to make sure that the needs of children with medical conditions are effectively supported.

(See P44 of Special Educational Needs and Disability Code of Practice: 0 - 25 years).

(Governors and school should refer to Supporting pupils at school with medical conditions (2014): statutory guidance from the Department for Education.)

In compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010 the Local Governing Committee must take all steps not to discriminate against disabled children in their admission arrangements, in the education, exclusion and associated services provided by the school for its pupils or in relation to exclusions from the school. School governors must publish three year plans showing how they will increase access for disabled children to the curriculum, the physical environment of the school, and written information in alternative formats (Accessibility Strategy – Access Plans).

Headteacher

The Headteacher is ultimately responsible for the day-to-day management of provision for pupils with SEND but this is delegated to the SENDCO. The Headteacher should keep the Local Governing Committee fully informed about the provision and any issues that arise. The Headteacher should advise the Local Governing Committee on policies and practice that address barriers to including pupils with SEND. The Headteacher should also work closely with the SENDCO or SEND team and should ensure that the relationship between the SENDCO/Inclusion Team and other staff in the school is mutually supportive. Every school must appoint a 'responsible person' for SEND. This is usually the Headteacher, but the chair of governors or a governor appointed by the Local Governing Committee might take on that responsibility. The 'responsible person' must make sure that all those who are responsible for teaching a pupil with a statement of SEND are told about the statement.

Teachers and support staff (may include part-time teachers, Higher Level Teaching Assistants etc.)

Teachers and support staff should be involved, as appropriate, in the development of the school's SEND policy. All staff need to be aware of the school's procedures for identifying, assessing and making provision for pupils

with SEND. Teachers are responsible for devising strategies and identifying appropriate methods for ensuring access to the curriculum. This includes strategies for providing differentiated teaching, for example group teaching. Teachers meet regularly with the SENDCO to examine their strategies and methods to see if they can make improvements that will help pupils to access the curriculum. All staff in the school or setting who may come into contact with a pupil who has SEND should be advised of the planned strategies for meeting the pupil's needs. Teachers will be asked to provide the SENDCO with feedback on the pupil's progress as part of the process reviewing his/her needs. All class teachers have a responsibility for those pupils in their classes, with Special Educational Needs.

Teaching Assistants (including General TAs, Named Pupil Allowance TAs etc)

Teaching assistants work under the guidance of the class teacher and with the support of the SENDCO and Deputy Head for St Mark's and Deputy Headteacher for Wyndham Park, to support pupils, both within the classroom and in withdrawal groups.

SENDCO

The SENDCO (Special Educational Needs Co-ordinator) is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- Overseeing the day to day operation of the special educational needs policy.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support.
- Liaising with early year providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being the key point of contact with external agencies, especially the local authority and its support services.
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Liaising, in conjunction with class teachers, with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Ensuring that the school keeps the records of all pupils with SEND up to date.
- Overseeing the provision for each child and the impact this has on their academic and emotional progress
- Overseeing and maintaining specific resources for special educational needs
- Working alongside staff in assessing children's needs and ensuring that children make progress.
- Contributing to the in-service training of staff.
- Monitoring, evaluating and reporting on provision to the Local Governing Committee in conjunction with the designated responsible person.
- Liaising with parents of children with special educational needs.
- Monitoring of expertise and training needs within the school - where a need is identified, the SENDCO will find training or support.

Storing and Managing Information

Records are kept in a lockable filing cabinet in the SENDCO's office and in pupil files in the classes at St Mark's. At Wyndham Park, records are kept in the Deputy Headteacher's office and in pupil files. Information from Wyndham Park is sent to St Mark's at the end of Y2 as part of the transition process. This information is

sent on to new/secondary schools when pupils leave St Mark's as part of the transition process. In some cases the SENDCO will contact the schools if the need arises.

Dealing with Complaints

If parents/carers are unhappy about provision for their child they should follow the school's Complaints Policy.

Criteria for evaluating the success of the policy

The policy will be evaluated against the objectives stated on page two and measured by:

- An analysis of teachers' short term planning by English and Mathematics subject leaders with the SENDCO, to identify learning objectives for children with special educational needs.
- Teachers' planning reflecting the learning objectives for children with special educational needs.
- Parents being involved when individual targets are set for children by discussing and receiving copies of their child's Support Plan or 'My Support Plan'/'My Plan' according to the level of need.
- Children being involved in discussing, constructing and reviewing their own Support Plan targets or 'My Support Plan'/'My Plan'.
- Child attainment or progress, as measured by objective testing and teachers' professional judgement, being raised and appropriately acted upon.
- Discussions between the SEND governor and SENDCO three times a year to monitor the progress of children.
- The Academy Development and Improvement Plan priorities which include the provision for SEND.
- Value for money review of our Special Educational Needs funding.
- Any external evaluation or inspection.

Date of review :

This policy will be reviewed in September 2021