



# St Martin's School Policy for Special Educational Needs and Disability

December 2015

---

**This policy is a statement of the aims and principles of special educational needs and disabilities at St Martin's East Woodhay Church of England Voluntary Aided Primary School.**

---

***Definition of special educational needs and disability (SEND): taken from Section 20 of the Children and Families Act 2014.***

*'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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

- Have significantly greater difficulty in learning than the majority of others of the same age*
  - or*
  - 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 post-16 institutions.'*
- 

## **Principles**

---

All pupils at St Martin's Primary School are equally valued, regardless of whether they differ from their peers academically, physically, socially or emotionally. Children may have special educational needs or disability (SEND) at any time or throughout their time in school. Our aim is to provide support for these children within a caring Christian environment to enable and encourage all pupils to reach their full potential with confidence and self esteem. We aim to identify these children as soon as possible to remove barriers to participation and learning and to provide additional support where needed.

---

## **Responsibility for SEND provision**

---

Provision for pupils with SEND is a matter for the whole school. All teachers are teachers of children with SEND and teaching such children is, therefore, a whole school responsibility.

All teaching and non-teaching staff will be involved in the development of the SEND policy and should be fully aware of the procedures for identifying, assessing and making provision for pupils with SEND.

### **The role of the Governing Body**

The school has a named governor responsible for SEND – please contact the school for information.

### **The role of the Headteacher**

The Headteacher has responsibility for overseeing the overall provision for children with SEND across the whole school.

## **The role of the Special Educational Needs Co-ordinator (SENCo)**

The SENCo has responsibility for the day to day operation of the policy and for coordinating provision for children with SEND. The SENCo is a qualified teacher and a member of the middle management team in the school.

Responsibilities include:

- Overseeing the day to day operation of the policy
- Maintaining an up to date Special Needs Register.
- Coordinating provision for children with SEND.
- Managing assessments and completing documentation required by outside agencies and the Local Authority (LA).
- Liaison with the LA, external agencies, other schools, parents and colleagues.
- Maintaining records for all children with SEND and assisting teachers with preparing Personal Learning Plans (PLP).
- Managing Special Needs Assistants and Learning Support Assistants.
- Contributing to in-service training of staff.

---

## **Aims**

---

Our aims are:

- To ensure the special educational needs of individual children are identified and assessed as early as possible.
- To support all children with SEND to overcome barriers to learning and enable them to have access to the curriculum and all aspects of school life.
- To make resources available to meet the SEND of individual children, including access to outside agencies where appropriate.
- To provide differentiated work to meet pupil needs, set up PLPs where necessary, review and evaluate progress in line with National Curriculum expectations and against individual targets. Pupil progress will be monitored termly at Pupil Progress Meetings. Personal Learning Plans (where these are in place) will be reviewed termly.
- To create a school environment where pupils can contribute to their own learning in order to develop independence, positive self image and self worth.
- To work with parents and involve them in all stages of their child's education. This includes supporting them in understanding SEND procedures and practices, providing information about outside agencies and involving them in the writing and review of PLPs.
- To provide relevant support and training for teachers and support staff where appropriate.

St Martin's School is fully committed to the Children and Families Act 2014, the SEND Code of Practice 2015 and the Equality Act 2010 and will make all reasonable arrangements to provide inclusive education and services for all those involved with the school.

---

## Types of Special Educational and Disability Needs

---

Our policy is to promote early identification of children who may have SEND either throughout, or at any time during their school life, whether it be academic, physical, emotional or social.

The different types or categories of SEND are:

### **Communication and Interaction**

This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairments, and those who demonstrate features within the autistic spectrum.

### **Cognition and Learning**

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia.

### **Social, Mental and Emotional Health**

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

### **Sensory and/or Physical needs**

This includes children with sensory, multisensory or physical difficulties.

- *Behavioural difficulties do not necessarily mean that a child or young person has special educational needs and should not automatically lead to a pupil being registered as having SEND.*
- *Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND.*
- *Identifying and assessing SEND for children or young people whose first language is not English requires particular care: difficulties related solely to limitations in English as an additional language are not SEND.*

---

## Inclusion and Admission Arrangements

---

At St. Martin's, inclusive practice is characterised by the school's Christian tradition, which not only respects but also welcomes diversity, and by actively involving partnerships between parents and carers, education practitioners and specialist service staff. These partnerships play a major role when planning the arrangements for the admission of all pupils, especially so in the case of those with SEND. In this way we aim to ensure that all necessary preparations are in place prior to admission. Full admission arrangements can be found in the school's Admissions Policy.

Inclusion is the process of removing barriers to participation and learning so that everyone benefits fully from educational opportunities.

Inclusive practice at St. Martin's is based on two core principles:

- Equality – all children should be equally valued regardless of their abilities, circumstances or behaviour
- Entitlement – everyone is entitled to a broad, balanced and relevant education

---

## Special Facilities

---

Special facilities will be provided as and when necessary and as far as is reasonably practicable. Individual work stations and quiet areas can be provided within classrooms to meet the needs of pupils with SEND. Additional equipment such as 'wobble cushions', specialised scissors and pens/pencils, weighted blankets, stress toys, writing slopes and other aids are kept in school for use by pupils with SEND.

St Martin's Primary School has 2 toilets for the disabled, one in the main building and one in the annexe; there is also ramped wheelchair access to the main building and level wheelchair access to the annexe.

The Cedar suite of rooms is used for assessment of SEND, one-to-one and small group teaching and storage of records and resources. It also provides space for a meeting room. There is no special unit or SEND specialism.

---

## Allocation of Resources

---

The SEND funding formula delivers a sum of money which is part of St. Martin's whole-school budget. This additional allocation contributes to the costs of providing interventions which are 'additional to and different from the normal differentiated curriculum' (SEN Code of Practice 2001) against assessments and priorities identified by the school. The SEND allocation is a whole school resource and will be used as flexibly as possible to meet identified needs. Budgetary resources will provide for:

- Special needs support
- Non-contact time for the SENCo
- Resources
- Training

Pupils with an EHC Plan or Statement of SEN have funding to cover their specified need partly provided by the LA and partly by the school.

At times, some additional funding may be made available for pupils in particular circumstances, such as children who are or have been eligible for free school meals or those who have been adopted from care, including those under a special guardianship order.

---

## Identification, Assessment and Review

---

### High Quality Teaching

- All teachers at St. Martin's are teachers of children with SEND. At St. Martin's, we do not assume that a child's difficulties with learning always result solely or even mainly from problems within the child. The school's own practices make a difference. Particular consideration is given to the child's learning characteristics, the learning environment, the learning task and the teaching style.
- Teachers will be involved in a continuous cycle of assessment and planning which takes account of the wide range of abilities, aptitudes, interests and prior learning of the children. A child who is falling significantly outside the range of expected academic achievement, in line with predicted performance indicators and grade boundaries, will be monitored closely by the class teacher and the SENCo informed.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progress and enable the teacher to better understand the provision and teaching style that needs to be adopted. Teachers will usually be familiar with different strategies to apply and will seek further advice where necessary.
- The SENCo will be consulted as needed for support and advice and will be kept informed of any information about the child which the class teacher has access to; for example, latest assessment information, observations made of the child and meetings with parents.
- Where a child is identified as possibly having a SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- Parents are encouraged to share information and knowledge about their child with the school. Any concerns class teachers have, will be discussed with parents informally or during parents' evenings.

### SEND Support

Most children will learn and make progress within the arrangements described above, but where a pupil's progress is causing concern more rigorous monitoring, assessment and intervention will take place.

Parents will be formally advised where it is determined that a child does have SEND. The child will be placed on the SEND Register at this stage.

The aim of formally identifying a child with SEND is to help the school ensure that effective provision is put in place and to remove the barriers to learning. The support provided consists of a four-part process.

### Assess, Plan, Do, Review

The effectiveness of support and intervention and the impact this has had on pupil progress is reviewed and evaluated. This is an ongoing cycle to enable provision to be refined and revised as our understanding of the child's needs grows. This cycle enables the identification of those interventions which are most effective in supporting the child to achieve good progress and outcomes.

- Assess** This involves analysing the pupil's needs using the class teacher's assessments and experience of working with the pupil; details of previous progress and attainment; as well as the views and experiences of the parents/carers. The pupil's views and where relevant, advice from outside agencies will also be considered. Adjustments and interventions will be designed to meet the pupil's needs and learn more about what works well for the pupil.
- Plan** With parental and pupil agreement, the pupil will be placed on the SEND Register at SEND Support. Parents will be formally notified of this step. Parents, pupil, class teacher and SENCo will agree on the adjustments and intervention needed to support the pupil in making progress. Everyone working with the pupil will be made aware of the pupil's Personal Learning Plan (PLP). Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.
- Do** The class teacher remains responsible for working with the child on a day-to-day basis. They retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. Teachers will work closely with the SENCo and Learning Support Assistants to plan and assess the impact of interventions.
- Review** Reviews of interventions and PLPs usually take place each term and the effectiveness of support, adjustments and interventions is evaluated. The pupil, parents, class teacher and SENCo are then able to make informed decisions about the next steps moving forward.
- 

## **Education, Health and Care Plans**

---

If a child has a lifelong or significant difficulty they may undergo a Statutory Assessment Process which is usually requested by the school, but can be requested by a parent. This will occur when the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need; to planning provision and identifying resources, is required. Some children may already have an Education, Health and Care Plan when they begin school in Reception because this has been initiated by Nursery Schools or Health Professionals.

The decision to make a referral for an Education, Health and Care Plan will be taken at one of the school's termly progress reviews mentioned above. The application will combine information from a variety of sources including parents, teachers, SENCo, Social Care, Health Professionals and Educational Psychologists.

Families will be able to participate fully in the process by creating 'Our Story', which will be included in the final assessment documents which are then submitted to the Local Authority, which would usually be Hampshire or West Berkshire, dependent on where the family lives. This means that families will not have to tell the same story many times to different people.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer for Hampshire at the following web address.

[http://www.hampshirelocaloffer.info/en/Main\\_Page](http://www.hampshirelocaloffer.info/en/Main_Page)

Following Statutory Assessment, an EHC Plan will be provided by Hampshire County Council or West Berkshire Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

Some pupils may currently, still have a Statement of Special Educational Needs. Statements will be converted to EHC Plans by 2018, depending on the age of the pupil.

---

## **Exiting the SEND Register**

---

If it is felt that a pupil is making progress which is sustainable then they may be taken off the SEND Register. If this is the case, the views of the teacher, SENCo, pupil and parents will be taken into account, as well as that of any other professionals involved with the pupil. If it is agreed by all to take the pupil off the SEND Register then all records will be kept until the pupil leaves the school, when they will be passed on to the next school, or until the pupil is 25 years of age as appropriate. The pupil will continue to be monitored through the school's normal monitoring procedures, such as pupil progress meetings. If it is later felt that the pupil again requires additional support, then the procedures set out in this policy will be followed.

---

## **Evaluating the success of the school's SEND policy**

---

The policy is reviewed where there are changing circumstances and once every two years.

The SEND Governor visits the school and meets with the SENCo at least annually to monitor progress and provide feedback to the Governing Body.

The success of the policy is judged by monitoring the progress of those pupils who have SEND. This process is built on that already existing at St Martin's to evaluate all pupils. However, additional detail, time and frequency will be given to reflecting on the means by which progress has been made by pupils with SEND.

Monitoring may consider the following:

- Is there effective communication between staff, parents and SENCo?
- Do we identify children's difficulties early and quickly?
- Do we make full use of our SEND resources?
- Do Personal Learning Plans address the needs of the children and do children know and achieve their targets?
- Are parents happy with the provision for children with SEND?

---

## Supporting Pupils and Families

---

We see parents/carers as the prime and initial teachers of their children and therefore consider and value parents'/carers' perception of their child at all times, acknowledging that the views of parents/carers can contribute towards a positive, strong partnership between home and school. At St. Martin's the school's partnership with parents/carers is seen as essential and parents/carers are always encouraged to take part in their child's learning which we believe has a beneficial impact on their progress and enjoyment in school.

We will involve parents/carers from the earliest stage of concern and discuss and agree on ways in which they can support their child at home and establish an effective system for regular home/school liaison, in which ever way this would be most suitable (verbally – face to face, by telephone or email or through a home/school book).

We report to parents/carers annually, including information about the progress of individual targets and hold parent's evenings at other times throughout the school year. We can assure parents/carers of confidentiality at all times.

Where a parent/carer is concerned about a special educational needs issue, they can contact the child's class teacher or the SENCo.

If their concerns remain they can contact the Headteacher, the Governor responsible for SEND or the Chair of the Governing Body.

Parents/carers will be informed of their right to have a 'named person' present during assessment procedures and of their access to the complaints procedures. In the first instance any complaints should be directed to the SENCo followed by the Headteacher and the SEND Governor.

At any stage a parent/carer can contact the 'Information, Advice and Support Service', previously known as 'Parent Partnership Service', Hampshire County Council Education, County Office, The Castle, Winchester, SO23 8UG Tel: 01962 845870

Further information on local support for parents/carers can be viewed on Hampshire SEND Local offer website at:

<http://www.hampshirelocaloffer.info>

A copy of St Martin's School's SEN Information Report is available via a link on the school website. This provides further information about provision for special educational needs in the school.

---

## **The Voice of the Child**

---

Every child at St. Martin's has the right to express their view and have that view taken into account, regarding their education and any plans for their future. Children and young people have a unique knowledge of their needs and circumstances and about the sort of help they would like.

The main principles for successful pupil participation at St. Martin's are that as far as possible:

- Teachers, parents/carers and adults from other agencies are prepared to provide opportunities for them to make choices and set targets for themselves;
  - Adults should listen to the pupil's views and encourage them to take an active role in making decisions which are likely to affect them;
  - Pupils recognise that their views and participation are valued.
- 

## **Supporting Pupils at School with Medical Conditions**

---

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs or disabilities and may have an Education, Health and Care Plan or a Statement of Special Educational Needs which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

---

## **Links and Liaison with other Agencies**

---

The school has strong links with local schools and nurseries. The SENCo and/or the Reception Class Teachers will visit local nurseries to prepare for the transition of children with SEND. If links have not yet been established with a nursery attended by a prospective pupil with special educational needs, the SENCo and/or Reception Class Teachers will endeavour to establish these links.

When a child with special educational needs or disability changes school, full records and intervention strategies relating to SEND Support will be transferred. Records will also be transferred for children who have an EHCP or Statement of Special Educational Needs. The SENCo will endeavour to establish links with the relevant school, including secondary school liaison.

St Martin's is part of a cluster of local schools that share information, expertise and specialised materials. The Cluster Support Group is open to Special Needs Assistants, SENCos, Class Teachers, Headteachers and Governors as appropriate, but is mainly attended by SENCos

The SENCo will endeavour to establish links with a variety of outside agencies whose expertise has been requested. These agencies may include Educational Psychology Services, Special School Outreach, Teacher Advisors, Behaviour Support Team, Speech and Language Therapy, Occupational Therapy, Child and Adolescent Mental Health Services (CAMHS) and the School Nurse.

The school will always inform parents before involving the child with any outside agency.

The policy should be read in conjunction with the Teaching and Learning Policy, the Confidentiality Policy, the Physical Intervention Policy, the Behaviour Policy and Curriculum Policies.