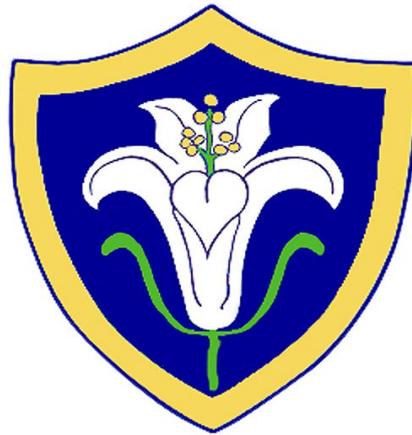


27/10/2017

St. Mary's Church of England VC JM School

Where we learn, respect each other, build friendships and trust in God.



A Policy for Special Educational Needs and Disability

INCO: Miss S Lyon
SEND Governor: Ms Hazel Middleton

Agreed by Governors September 2017

27/10/2017

Philosophy

St. Mary's Vision

St Mary's: where all are supported, valued and nurtured in a stimulating learning environment built on a foundation of Christian values and worship.

Our vision is for everyone within our school community.

In order for this to happen, we will strive for:

- * Outstanding teaching and learning recognised through achievement
- * A culture of acceptance and high self esteem
- * A dynamic learning environment to engage and inspire learning
- * An ethos where Christian Values are evident

St Mary's welcomes all children into the school and aims to provide the necessary support to enable all children to flourish. A few children who have significantly greater difficulty than most in accessing learning and making progress at school are identified as children with Special Educational Needs or Disability. These children may require additional or different support to their peers.

- We believe that all children, regardless of age, ability, disability, gender and social or ethnic background share the right to a broad and balanced curriculum.
- We aim to offer an education which strives for equality of access and opportunity for all pupils, including those with:
 - learning or processing difficulties,
 - emotional, social or mental health concerns,
 - communication and social interaction difficulties,
 - sensory or physical disability or medical conditions.
- Learning activities are planned to enable all pupils to progress and for all to achieve success.
- Parental and child input is key at all stages.
- Individual needs are monitored and reviewed in line with the Special Educational Needs Code of Practice: 0- 25 years (2014) using a graduated response.
- Staffing levels and resources are kept under review taking into account the needs of the children, the staff and the school.

Objectives of the policy.

1. To identify the philosophy of the school in supporting the needs of children identified with additional or special educational needs or disability. (page 2)
2. To set out procedures within school for the assessment, planning, doing and review of additional or different provision for children with special educational needs or disability. (pages 7-9)
3. To identify who is responsible for the identification, delivery and review of special needs provision within the school.
4. To explain how funding and resources are accessed and distributed across the school to meet special needs provision and to describe the accessibility arrangements in school for children with disability.
5. To identify how the impact of special needs provision is measured. (pages 6,7 10, 11, 14)
6. To identify how the school accesses a range of external agencies to support the needs of children with special educational needs or disability. (pages 4 and 9)
7. To identify admission arrangements for children with special educational needs, disability or medical need. (Page 4)
8. To identify the procedures if a parent wants to raise a concern about the special needs support for their child. (Page 4)
9. To identify how a child will be supported to meet their special educational needs or disability. (Pages 7-9)

Staffing

The Special Educational Needs Coordinator/ Inclusion Coordinator (SENCO/ INCo) is Miss Sue Lyon. She is non class based for 3 days of the week, a proportion of this time is directly with children in individual and small group intervention. In addition, she monitors interventions and their impact for all vulnerable groups.

Teaching Assistant (TA) hours are allocated to year groups to be used at the teachers' discretion to best meet the range of need within both classes including special/ additional needs. A proportion of Pupil Premium funding is used to ensure a high level of support for the most disadvantaged children. These TA hours are incorporated into the class TA timetable to allow the teacher to meet the needs of these children flexibly. Exceptional needs funding is used specifically to address the needs of individual children on a case by case basis.

Special Facilities/ Building Adaptations

The SENCO has a small teaching base that is timetabled for use by the SEN teacher and TAs supporting SEN in addition to office space for the INCO/Deputy. It is increasingly being used for intervention work by outside agencies working with individuals and as a meeting room for parents and agencies.

The SEN and Disability rights in Education Act has been given careful consideration by the Governing body and SMT. The School Access Plan was written and is being actioned. The Equality Policy ensures the school has regard for the General Duty under the Equality Act 2010 for the 9 protected characteristic groups including those with disability. See Equality Policy.

The main school building has been fitted with a toilet allowing access for those with disability on the dining room level and chair lift from the hall level to the dining room level. Sloped paths and ramps are in place to give access to the exterior areas of the school. The new main entrance, back hall door and library are fitted with ramps to the exterior doors. The upper year 5 classroom and SEN room are not accessible to wheelchair users. However, the school have purchased a powered Stair-climber to enable access to the lower year 5 classroom. The school's mobile is accessible and used for withdrawal work, principally in basic skills. The school has an exterior chair lift to enable improved access to and from the upper playground for those with mobility difficulties. The school has facilities to manage intimate care if needed.

Other Agencies

Other agencies may be utilised to meet the needs of children, these are accessed through a Single Service Referral, Families First Assessment (Early Help Module) procedures, through cluster referral to our Family Support Worker or through referral to medical services.

Admission Arrangements

Admission arrangements for a child with special educational needs are the same as for any other child excepting where the child has an Education and Health Care Plan or Statement naming St. Mary's C of E VC JM School in which case the school will follow county guidance. We follow County Education admissions criteria, copies of which are available through the school.

Complaints Procedure

In the event of a complaint about the school's SEN provision, it should be addressed in the following ways:-

1. Through discussion with the class teacher, then if not resolved,
2. Through the INCO and, if still causing concern,
3. Through the Senior Management Team.
4. In rare cases, a written complaint may be made to the Chair of the Governing Body should the problem not be resolved.
5. Advice on procedures regarding provision can be sought through SENDIASS at County Hall.

Links with Other Schools

To ensure continuity of support and records, liaison with St. Mary's Infant School is undertaken throughout the year prior to entry. It is equally important that information is passed onto the Secondary Schools. Most children transfer to The Knights Templar School and there is close liaison with the SENCo there throughout year 6 regarding children planning to transfer across. Where children transfer in at year 2 or out at year 6 to other schools the INCo works closely with these schools to share information with the receiving school in advance to highlight any previous history. The INCo will meet up by arrangement with the transition schools' SENCOs to facilitate a smooth transfer as needed. When children join us mid-key stage all information sent from the previous school is closely scrutinised for evidence of SEN and where necessary contact is made for further information. All associated paperwork is passed to the receiving school on transfer.

The INCo attends regular cluster meetings and SEN training together with other SENCOs/ INCos and Advisory Staff to share knowledge and practice. The INCo currently is the DSG representative for the cluster attending termly District SEN Group Panel meetings. Additional funding is paid into the school budget to facilitate this role. She is also a regular participant on LMAG panels that assess the needs of pupils seeking an Education Health Care Plan .

Curriculum Support and Equal Opportunities.

Our aim is for every child to make progress and to reach their full potential.

Our Equality policy states its aims as:

To promote equality of opportunity for everyone involved in the school community.
To ensure that discrimination in any form is treated as unacceptable and that it is clear that such discrimination will not be tolerated.
To respond positively to difference.
To ensure that all members of the school community are valued and encouraged to develop their potential.

1. Equal opportunities must be seen as the responsibility of the whole school community and must be reflected throughout the school.
2. The school recognises its responsibility under the Equalities Act 2010.
3. The school will actively encourage the support and participation of all local communities.
4. The school community will foster a positive atmosphere of mutual respect and trust amongst all of its members. This will ensure that all members of the school community understand that they have a right to challenge behaviour

which ignores, puts down or offends anyone on grounds of ethnicity, nationality, gender, sexual preference, ability, social background or age.

Withdrawal

The school looks to ensure that the needs of all children are met through high quality 1st hand teaching. It is acknowledged that supporting the child within the classroom and within the normal curriculum breeds an inclusive atmosphere within the school and this is done wherever appropriate.

However, it is sometimes necessary to provide additional or different support within the school day in order to give the child every opportunity to meet their desired outcomes.

Where pupils need to have more individual support on specific programmes separate to the curriculum children may be withdrawn either to a separate area within the classroom or to a teaching space away from the classroom. When this is necessary effort is made to do this sensitively and where ever possible from avoiding times in the school day that the child might otherwise excel.

Increasingly, groups of children are withdrawn for Wave 2 intervention programmes. It is necessary for the class teacher to carefully manage their curriculum timetable where possible to ensure the children have access to the broader curriculum and are supported on entry back to the classroom to re-integrate with the class session.

The staff, acknowledging the need for intensive support to enhance progress, have put in place additional teaching for specific children, including some with SEND, outside of the school day.

Monitoring

Close monitoring of the progress of all children is made by the class teacher and Senior Management Team. The Deputy/INCO monitors the achievement and progress of vulnerable groups within the school including children with SEN and/ or disability.

Evidence is considered from

- Work sampling
- Reading age tests
- Spelling age tests
- Key word (high/medium frequency word knowledge)
- Progress against KS1 levels
- Teaching Assessments
- Observations
- Behaviour/ Pastoral records.
- Child conferencing
- Individual assessments conducted by the INCo or outside agencies.

- External agency reports
- Parental comment

Future support is determined upon progress made, individual need and the opinions of the child and the adults working with the child; parent, teacher, SEN teacher, teaching assistant, INCO and any external agents are involved.

Half termly reviews at pupil progress meetings is an additional opportunity to identify and recommend strategies for children in need of additional support.

Resources

The SEN area is also the resource base for use by all staff. A budget is normally allocated annually to improve resources in line with need and the School Development Plan (usually £200). For larger pieces of equipment or adaptation the school will make all reasonable adjustment to ensure this is in place.

There is an inventory of resources available on the RMStaff in the SEN folder, this is updated as resources are added to or removed. The resources are organised into areas of need.

Parent and Pupil Involvement

The school shares the responsibility for the education of its children with the parents and the children themselves and it is essential to encourage a positive, understanding and open relationship between all parties. Parents are encouraged to support with tasks at home and to encourage the self-esteem and positive attitude necessary to progress. The children are encouraged to recognise their achievements and to set goals for themselves. In the setting of individual plans parents are encouraged to support their children's learning and clear expectations set for the children in what they need to do and how this will be measured.

Parents who wish to discuss SEND concerns should seek an appointment through the office with the INCo or contact Miss Lyon via Dojo.

The INCo will continue to invite parents to discuss steps forward including possible referrals when needed.

The INCo will ensure that outside agency reports are copied to parents and staff and will be available to discuss any issues arising if required.

The INCo is able to facilitate a Families First Assessment and act as lead professional for families needing multi-agency support.

The INCo is able to develop and lead Pastoral Support Plans (PSPs) for pupils needing specific direction in managing ESMH difficulties.

Graduated School SEN Support Plan

Early identification of a child's special needs is vital and may prevent the development of more significant difficulties.

The school operates a graduated response to the identification, assessment and provision for all children, including those with additional educational needs or disability.

Most children can have all their learning needs met through 1st quality teaching within a broad and balanced curriculum at Wave 1. Some children will need additional support identified through Wave 2 provisions listed on the School Provision Map available under the Local Offer. Class teachers are responsible for updating the year group intervention plans termly, including the names of children working on each intervention programme but in practice this is completed as part of pupil progress reviews with the Deputy and Head teacher.

Staff may consult with the INCo regarding any child giving concern at any time. Where particular needs are highlighted, methods of meeting these needs are explored and agreed upon. The INCo may make observations and offer advice and suggest strategies to employ at Wave 1 or Wave 2.

A few children's needs are significantly affecting their learning and social interaction and these children are identified on the school SEN register and supported through the school SEN plan process and/ or individual programmes on the provision map.

The trigger for SEND investigation is an expression of concern that a child is showing signs of having a special educational need.

When concerns over a child's needs are raised:

- The INCo will meet with the child to discuss their strengths, aspirations, wellbeing and needs. A Pupil profile will be written in agreement with the child and then shared with the class teacher and parents.
- Parents will be asked to complete a parental assessment of need, identifying relevant developmental history, strengths and areas of concern. The parent should identify through this process future desired outcomes. Parents can ask for help to complete this form from the INCo.
- The INCo will collate a strategies sheet and make a decision alongside the class teacher and/ or senior management team about whether the child's needs should best be met through an School SEN Support Plan or can be met through regular intervention support. The INCo will write to parents to inform them that their child is being supported and monitored through SEN provision.
- Interventions to meet the needs of the child will be reviewed half termly at pupil progress meetings with the class teachers INCo and Headteacher. Any necessary changes will be made at this point. Progress from this will be shared at parents evenings.
- Parents will have the opportunity to ask for a meeting with the class teacher and/or INCo through the year at their request.

- An annual meeting date will be arranged for parents, children, staff and INCo to discuss the progress made and look at any changes necessary or additional advice needed. Where possible the teaching assistants working directly with the child will be included in the review meeting as well.
- The class teacher will take responsibility for ensuring that the school actions are fulfilled and that if work is delivered by teaching assistants this support is monitored closely and steps are taken to move the child forward as progress is made. The class teacher will endeavour to ensure that the child still has access to a broad and balanced curriculum.
- If support is no longer needed at this level and the continuing child's needs are more suitably supported at Wave 1 or Wave 2 provision, then the child's name will be removed from the SEN register and the parent informed with opportunity to respond. The INCo will write to the parents to confirm the removal of a child from the SEN register.
- If further support is needed, this will be identified at pupil progress reviews and may include referral to outside agencies. Referrals to outside agencies will be made in consultation and agreement with parents.

Medical Need

The school welcome all children, including those with medical needs.

Medication

Parents should complete a Med 1 form requesting staff to administer prescription medication for their child when this needs to be taken during the school day either on a short term basis or when this is required as a long term treatment.

Health Care Plan

Those children with a life threatening condition or those requiring special management or adaptation have a health care plan. This should be written initially under guidance of the prescribing health service. The school INCo will then review the health care plan annually with parents and share with school health for their advice and verification. Where a health care plan is not provided to the school the INCo will seek advice from school health.

Anaphylaxis

Staff training for anaphylaxis is updated annually by school health. Additional training for staff on medical conditions requiring immediate treatment eg. For epilepsy will be arranged when needed.

First Aid

The school has 2 full first aid trained members of staff. All teaching, teaching assistant and midday staff are trained every 3 years on basic first aid and CPR.

New Conditions

The INCo will consult with all feeder schools about the significant medical needs of children and ensure that relevant staff are skilled to manage these conditions in advance of the child's entry wherever possible.

Additional support

Where medical need has an exceptional impact on the child's ability to learn or the staffing required to manage the condition the school will apply for additional medical need funding and /or Exceptional Need Funding.

Equal Opportunity/ Access

The school will endeavour to make all reasonable adjustments to facilitate the inclusion of children with medical need in daily school life and in extra-curricular visits.

Staff Development

Staff have opportunity to attend appropriate training. Information from these courses is shared with the INCO and disseminated as appropriate.

The INCo attends training at cluster, through DSPL and at County level.

In house training is facilitated by the INCo for all teaching assistants. Specific training is arranged with outside agencies to meet the needs of particular groups of children. Whole staff training is available through inset led by external professionals.

The school SEN register

A child is regarded as having a special educational need if:

- a) He/ she has significantly greater difficulty in making progress than the majority of children of the same age.
- b) If his/ her attainment is more than 2 sub-levels below broadly age related expectations using Herts Steps and or end of Key stage assessments or if progress is significantly below expected.
- c) If a child has a social, emotional or mental health difficulty that impacts significantly on their wellbeing and learning in school.
- d) He/ she has a disability or medical condition which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the Local Education Authority.

When SEND is identified the child will be entered onto the SEN register at the 'K' stage (SIMs).

The SEN register is currently held in two formats:

1. Using SIMs.net. The SEN status is updated with area of need, SEN stage K and review information. This is accessible by all staff. It is updated by the INCO principally for PLASC purposes.

The area of need code and stage is amended as necessary

| | |
|---|----------|
| School SEN Support Plan | K |
| Children going through Statutory Assessment | Q |
| Children with a Statement | S |

| | |
|---------------------------------------|-------------|
| Children with an EHCP | EHCP |
| Children with a previous SEND history | None |

- The main SEN register is kept on RMStaff –SEN 2017- 2018 - Whole school register by class which shows a history of any SEN input and children. This register is accessible by all staff.

| | |
|---------------------------------|----------------|
| The area of need is coded: | |
| School SEND Support Play | K |
| Statemented | S |
| EHCP | EHCP |
| Monitor (previous SEND concern) | Monitor |

Electronic versions of all school SEN records are kept in the SEN 2017- 2018 folder on RM staff in class files, subdivided into years and individual children. These are accessible by all teaching and teaching assistant staff.

SEN hard copy files are kept centrally by the INCO in a filing cabinet in the SEN room. Each class teacher will keep a file of recent SEND documentation for his/her class to include the most recent intervention records and SEN Plan records together with active outside agency advice. Previous documentation and year group intervention plans should also be included in this file.

Teachers and teaching assistants supporting children with SEND should take opportunity to make themselves aware of the child’s SEN Profile, current desired outcomes and required strategies on the plan and seek advice from the class teacher or INCO on their role to assist in its delivery.

Statement

The Statement for children with significant SEND has now been replaced by the Education Health Care Plan. Through a rolling programme, those children with a Statement have been transferred across to an EHCP. There are no longer any children in school with a Statement.

Education, Health, Care Plan.

When a child’s needs are significantly greater than can normally be supported through the School SEN Support Plan and when external advice is in place and there is evidence that strategies from this are not accelerating progress then the school will invite the parents to consider an application to the Local Authority for an Education Health Care Plan.

The SMT, INCo, class teacher and parent will, with the advice of external agencies consider all evidence available and if Hertfordshire’s statutory assessment criteria can be met the INCo will request an EHCP from the LEA using the application form available on ‘the grid’ and attaching all relevant documentation. If parents decide to make their own application, the school will support them in understanding the criteria and provide all documentation together with the school report for the process.

SEND support in school will continue during this application.

The outcome of the request at the LMAG panel could be that:

- The LEA does not affirm that the criteria are met and so the child's needs will continue to be met to the best of the school's ability through School SEND Support Plan. The school may re-refer for future assessment when/ if circumstances change.
- When an agreement is made to go forward with a full statutory assessment a range of agencies are asked to assess and write a report advising on the needs of the child and strategies that are to be put in place to support that child educationally, socially and medically.
- If, following the assessment an EHCP is agreed, a statement will be written to set out the nature of the child's strengths and difficulties and identify the long term desired outcomes. (No additional funding is allocated in this process, the school will need to decide if the child's needs are exceptional and make a separate claim under the exceptional need system if the child's needs are exceptional. Not all children with a EHCP will be considered exceptional at District Level.) The parent and child will be supported through this process by a named person, usually someone from the authority or school who the parent feels comfortable working with. A meeting will be drawn up to develop the plan. The School may need to deploy additional resources from within its own budget to support this process and to manage the delivery of the plan. The child is entered as EHCP on the SEN Register. An annual review is carried out.
- If following assessment an EHCP is not agreed, a note in lieu will be issued setting out the provision that agencies should put in place to meet the needs of that child.

Additional funding arrangements

The school receives an amount in its budget calculated broadly on pupil data information that is used to fund the support for children with identified need and those at Statement or EHCP level without 'Exceptional Need'. This amount of money, known as the Predictable Needs Budget, is in addition to the SEN budget in the delegated budget. In our school this includes an additional £6000 for a notional child with exceptional needs. When more than 1 child in school is identified with exceptional need, the county provide 'Top-up funding' to compensate schools for these extra identified children. The school should not apply for exceptional need funding for children requiring 20 hours 1:1 TA support or less; this should be met from the school's budget.

Children at School SEND Support, Statemented or with an EHCP may be considered under the Exceptional Need category for additional funding that is earmarked to that child for a specific period of time, usually to the end of key stage. The INCo will work

with KS1 and KS3 schools to develop applications for future ENF funding when appropriate.

The SMT, INCO, class teacher and parent will, with the advice of external agencies, consider all evidence available and if it is felt that the child's needs are exceptional then a case will be put forward to the next termly SENCO cluster meeting for discussion and if agreed forwarded to the district panel for review. If at district level exceptionality is agreed then exceptional funding will be allocated by the LEA and earmarked to that child's needs, usually for the duration of the current key stage. If exceptionality is not agreed the school is still required to continue to meet the needs to the best of its capacity within the skills and resources available.

Predictable Needs Budget

This is an amount of money given to the school in its annual budget based upon data drawn from PLASC including number on role, previous attainment, free school meal take up and deprivation. The SMT may deploy this funding to meet the needs of the school. It should be targeted towards supporting the needs of vulnerable children including those with a Statement.

Exceptional Needs Funding

This is an additional fund of money that can be drawn on from the school in the case of exceptional need. Exceptional Need definition should be understood as need exceptional to that which a school in the district might expect to experience. To access this funding the INCO will complete an application describing the child's needs and how this is exceptional to the school context. The INCO will then present this case to a termly SEN cluster meeting, expected to fall in the first half of each term. The cluster group will consider the case and if they agree that this is an example of exceptional need within the cluster then the case will go to District Panel for DSPL 1 and 2. The District Panel are expected to meet in the second half of each term. If they too agree that this is an example of exceptional need then they will determine the level of support appropriate and the funding that this would require together with the period of time the funding would last for. The school would then receive feedback and a system be put in place to initiate funding. This funding was set up to address the exceptional need of approximately 600 children in mainstream schools across county initially but this group size has increased over time. Any child can be put forward to panel for exceptional need but it is expected that the child should be at School SEN Support with active external agency input and/ or with a Statement or EHCP.

Pupil Premium Funding

Pupil Premium Funding is a significant proportion of our school budget. It is used to support the needs of 'Disadvantaged Children' including some children with SEND. The school recognises that some children within this group need a disproportionate share of the school budget available to overcome deprivation that may be a significant contributor to poor academic progress, social, emotional or wellbeing difficulties. To

ensure these children have every opportunity possible, the school directs significant funding to engage, motivate, develop self-esteem and wellbeing for these children.

This funding enables the school to:

1. Employ at least three teaching assistants in every year group to support children- this is higher than in most schools. Our TAs have high levels of expertise due to their professional development and experience to support children with SEN and the more able.
2. To provide additional interventions outside of the school day to accelerate learning.
3. To develop approaches in school that motivate every child to become a learner and for every child to think positively about themselves.
4. To provide additional sports provision and equipment to encourage children to enhance social and physical skills.
5. To provide before & after school clubs (sports, cooking, art including the employment of a teacher with a sports focus.
6. Subsidised swimming Y3 and Year 5 to ensure equality of opportunity.
7. Subsidised residential visits Y4 Cuffley Camp and Y6 Wales to ensure equality of opportunity.
8. Extra-curricular activities, enriched curriculum/visitors in school.
9. Subsidised educational visits to ensure equality of opportunity.

Evaluation

The INCo will be responsible for measuring and reporting on the impact of interventions and support to the Senior Management of the School. She will meet annually with the SEND Governor to report on current needs and provision, and the ability of the school to meet these needs.

Effectiveness may be measured by:

- Evidence of differentiation in planning and opportunity for challenge for all children.
- Evidence of meetings held between interested parties.
- Evidence of resources allocated to children within SEN and their effectiveness.
- Evidence of monitoring and review of Special Educational Needs.
- Monitoring and feedback to teaching and support staff delivering programmes of work.
- Evidence of children's progress and achievement.
- Amendments made to provision in light of the above on individual and school basis.
- Staff development.
- Budget provision for SEND support and resources.

The school has a designated Governor for Special Educational Needs and Disability, Hazel Middleton. She works closely with the INCo in overseeing the school provision and being

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responsible for monitoring the collective progress of children with SEND. The Governing Body oversee the school's policy for Special Educational Needs and Disability and the School Accessibility plan.

The school's Policy for Special Educational Needs, the school SEN Information Report, the Accessibility Plan and the School's Local Offer are published on the school website. These documents will be reviewed annually in the Autumn term by the INCo in collaboration with representatives from the parent, teaching and Governing body.

Due for review September 2018.