

ST MATTHEW'S C E PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY (SEND)- to be read in conjunction with the SEND Information Report.

Special Educational Needs Coordinator (SENCo): Mrs Georgina Ryding (Headteacher)

Contact Details: Tel: 01204 333692 email: office@stmll.bolton.sch.uk

Roles / responsibilities

SENCo	Mrs Georgina Ryding
Head teacher	Mrs Georgina Ryding
SEN Governor	Mrs Lynn Donnelly
Designated Teacher for Child Protection	Mrs Georgina Ryding / Mr Matthew Harding
Teaching Assistants (For SEN)	Mrs Gallagher Mrs Berry Mrs McLellan Mrs Taylor
Educational Psychologist	Sue Cornwell
Learning Support	Ladywood Outreach
Behaviour Support	LA Behaviour Support Manager Kim Aldred
School Nurse	Sharon Mosedale
Speech and Language Therapy	Lauren Derbyshire

POLICY STATEMENT

Recognising, understanding children's needs and providing for those needs are central to our school's SEND inclusion policy. Special educational needs may arise at any time during the child's school life. They may be mild or severe, short or long term. Special educational needs may relate to learning, emotional and behavioural difficulties, physical, sensory motor issues. School plays a vital role in recognising and providing for children with special educational needs. The SEND Code of Practice 2014 states that 'every teacher is a teacher of every pupil, including those with Special Educational Needs'. It has the responsibility to ensure the curriculum is designed in such a way that it helps and encourages those who find learning difficult. All teaching and support staff are aware of these difficulties and work to ensure the children feel happy and secure in their own environment and recognise all small, successful steps the children make.

AIMS

Every child in St Matthew's School is special, valued and encouraged to contribute to the life of the school. Our aim is to provide a stimulating and structured learning environment with an **equal opportunity for all**. Our curriculum is based on the National Curriculum and is differentiated to meet the needs of the child, thus enabling each individual to make progress and **achieve a personal best**.

OBJECTIVES

1. To identify and provide for children who have special educational needs and other needs.

- The school provides for the learning needs of all children, including those with SEND.
- Teachers plan an inclusive curriculum with the needs of individual children in mind.
- Resources used are appropriate to the needs of the children.
- The school consults with outside agencies for further support in identifying special educational needs. This liaison is made through the SENCo.

2. To work to the guidelines set out in the Code of Practice.

- The Code of Practice sets out the processes and action to be taken at all stages of special needs.
- All members of staff are aware of the Code of Practice and are aware of their responsibilities.

3 To operate a 'whole child' approach to the management of special educational needs.

- To develop the full potential of all the children we have a co-ordinated approach to special needs.
- The views of the children are sought and taken into account
- Parents have a vital role to play in supporting their child's education
- Our Learning Mentor may work with a child or their family to meet a wider range of needs.

4 To provide a Special Educational Needs Co-ordinator who will work with the SEN inclusion policy.

- The SENCo is responsible for the day to day operation of the SEND policy.

5 To provide support and advice for all staff working with special needs children.

- All teachers are teachers of special needs and are responsible for meeting those needs within the classroom.
- Teachers and support staff are kept informed about the nature of the child's needs through a strong Pastoral Review system.
- Teachers should have access to support and advice within school and from outside agencies.
- In-service training is provided to improve teacher's abilities to identify, assess and provide for pupils with special educational needs.

6 To develop and maintain partnerships with parents/carers

- We actively inform and work closely with parents and carers.
- We encourage parents and carers to be actively involved in their child's education and general development.
- Parents/carers and pupils are at the heart of the Education Health and Care Plan application and review process

7 To ensure access to the curriculum for all children.

- Special educational needs are addressed and included at the planning stage of all curriculum documents.
- A statement of special needs provision is included in every curriculum policy document.
- Resources are available for the implementation of the school curriculum
- Increased provision is made for 'low-achieving' children in order to enable them to improve attainment
- Additional opportunities for 'gifted & talented' children.
- Teaching methods and strategies vary – taking account of the needs of individuals, the curriculum being taught, gender issues etc.

- Teachers act on advice and guidance provided by specialists and seek additional resources or support if needed.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Children have Special Educational Needs (SEN) if they have a difficulty which calls for special educational provision to be made for them. Children have a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of children of the same age or have a disability which prevents or hinders them from making use of the available educational facilities provided for others of the same age in school.

There is a single School Based Category of Special Educational Needs Support for all children with SEN. Children's needs are identified by considering the whole needs of the child, not only special educational needs.

There are 4 areas of need, where children may have difficulties:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

Where a child's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEN.

There can be many issues which can impact on progress and attainment, such as attendance and punctuality; disability; health and welfare, including Looked After Children and those in receipt of Pupil Premium Grant; attendance at several different schools; difficulties where English is not the first language, or worries which distract the child from learning. We understand that children who experience barriers to learning are vulnerable. However, this does not mean that all vulnerable learners have SEN. Only those children identified as having a learning difficulty which requires special educational provision will be identified as having SEN.

Where any child is not making adequate progress in learning, targeted group interventions will be implemented by the Class Teacher. When it is judged to be appropriate and the child begins to make good progress, extra support will gradually be withdrawn and the outcomes monitored. If progress still does not improve, despite these interventions, the child will then be placed on the SEN Register.

If progress still does not improve, despite these interventions, the child will then be placed on the SEN Register. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Co-ordinator (SENCo), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support and assessment. The SENCo will then take the lead in further assessments of the child's needs. The pupil overview will be completed to track the child's support throughout school, and a letter detailing the above information signed by parents.

Parents will be informed where the child is in need of SEN Support and meetings will be held to discuss and review provision and progress towards the set outcomes, at least Termly. Where a child has a Statement or Education, Health & Care Plan, a Local Authority Annual Review will be carried out.

Where a child is identified as having SEN, the school will provide support that is **additional to**, or **different from**, the differentiated approaches and learning arrangements provided within high quality teaching, as set out in the Needs Specific Information. (Appendix 1).

A GRADUATED APPROACH TO SEN SUPPORT

In providing support that is **additional to** or **different from** the universal offer, the following 4 stage process will be used:

Assess, Plan, Do and Review

This involves:

Assess – Taking into consideration all information gathered about the child, assessments of attainment and progress, Class Teacher input, SENCo advice, discussions with parents / carers.

Plan – Identifying the barriers to learning, establishing intended outcomes for the child and detailing the specific additional support to be provided to enable the child to make greater progress.

Do – Implementing the agreed support and interventions as detailed in the SEN Support Provision Map.

Review – Measuring the impact of the support provided and considering whether changes to that support need to be made

Further individual and small group interventions and support will be put in place within school by the Class Teacher, with advice and support from the SENCo. An SEN Support Provision Map will record this support and progress towards specific outcomes. Where the child still does not demonstrate progress, a referral may be made to the relevant specialist service. Parents will be involved in the completion of referral documentation. The 'Early Help' Assessment form is used when requesting additional support from any outside agency.

Provision Maps are used as a basis for identifying next steps of progress and actions needed. This process is at the heart of the Assess, Plan, Do, Review and focuses on the specific areas of need. Provision Maps are reviewed half termly and further interventions or support may be introduced. However, where it is judged to be appropriate and the child begins to make good progress, individual support will gradually be withdrawn and the outcomes monitored.

Whilst monitoring and evaluating the impact of support or interventions on the child's progress and learning the school will, where appropriate, record the cost of the additional support. At the point when the additional costs required to provide the appropriate provision and support needed become greater than £6,000 in one three term period, an application may be made to the Local Authority for High Needs Block Funding through the EHCP process. Parents are fully involved in this process from a very early stage.

MANAGING PUPIL NEEDS ON THE SEND REGISTER

The SENCo will be responsible for making and keeping an up-to-date Register of SEND and will also be responsible for the transfer of relevant information when a child on the Register moves to another school.

The school will have regard to the SEND Code of Practice when carrying out its duties to all children with Special Educational Needs and will ensure that parents/carers are notified of a decision by the school that SEN provision is being made for their child.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

SEN Support Provision Maps are put in place by the Class Teacher for children with SEN and updated on a regular basis. These are ongoing records towards specific outcomes for the child and records of impact from interventions are included.

Parents are invited to meet with the class teacher and /or SENCo at least termly. This is done through Parents Evenings in the Autumn and Spring term and a transition meeting in the Summer Term. More frequent meetings take place for some children at different times in their school life.

For children with an Education Health and Care Plan /Statement, or children where outside agencies are involved, an Individual Costed Provision Map will be put in place by the SENCo.

Pupil Progress Meetings are held half termly and the progress and attainment of SEN pupils is rigorously monitored and evaluated. This involves the teacher and Senior Leadership Team, including the SENCo, considering all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

ADMISSION ARRANGEMENTS FOR PUPILS WITH SEND

Children who transfer to our school can be assessed on entry if considered necessary, or may be automatically included in our Register if already registered by their previous school.

The school follows the Local Authority's Admission Policy and children with known special needs are welcomed, where the quality of education required can be delivered.

SUPPORTING PUPILS WITH MEDICAL CONDITIONS

The school recognises 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.

The Governing Body is responsible for reviewing how the school could be made more accessible for the disabled and this is set out within the School Accessibility Plan. At present all of the school is accessible to children in wheelchairs.

ROLES, RESPONSIBILITIES AND RESOURCES

Role of the Governing Body

Mrs Donnelly is the Governors with responsibility for SEND and meet with the SENCo at least termly in order to be well-informed about the school's work in relation to SEND. The Governing Body, in co-operation with the Head Teacher take overall responsibility for developing and implementing the school's SEND Policy.

The Governing Body has:

- Regard to the provision of the 2014 Code of Practice.
- Monitors that the necessary provision is made for any pupil who has SEND.
- Monitors, through the Head Teacher, the implementation of the school's SEND Policy.
- Reviews the Special Educational Needs Policy annually and display the Policy on the school website.

Role of the SENCo

The SENCo, supported administratively by the SEND Administration Assistant, is responsible for the day to day operation of the school's SEND policy, and coordinating the provision for children.

Key responsibilities include:

- Assist and support teachers in identifying specific areas of need.
- Assist and support teachers in initiating and implementing individual learning/behaviour modification programmes, and assist in monitoring and evaluating progress made.
- Manage the work of SNA's
- Ensure that staff provide differentiated tasks for all children in their classes.
- Ensure staff are aware of cross curricular resources available.
- Monitor the progress and attainment of the SEN children.
- Contribute to the school's Self Evaluation.
- Keep staff and Governors informed of developments within the SEN system, both in school and in the Authority.
- Lead staff / SNA training on areas of special needs.
- Complete all relevant documentation with regard to referrals, assessments, Annual Reviews
- Monitor the use of Provision Maps. Support for class teachers can also be provided.
- Maintain 'inclusion' files where necessary.
- Liaise with outside agencies to ensure programmes for development are consistent. Attend planning meetings with Educational Psychologist, Ladywood Outreach etc.

- Work closely with the Learning Mentor to ensure the Social, Emotional and Behavioural needs of all the children are met.
- Establish and maintain links with parents, being supportive of them and ensuring they are aware of individual difficulties and programmes concerning their child.
- Support staff in their discussions with parents, if necessary.
- Work with the SEND admin support to maintain an up to date inclusion register.
- As both SENCo and Headteacher - manage the funding available to support SEN children in school.

Role of the Head Teacher

Currently the Headteacher is also the SENCo and as Headteacher has responsibility for the daily management of all aspects of the school's work, including provision for SEN pupils. The Headteacher is responsible for managing the Pupil Premium Grant and Looked After Children Funding.

Role of the Support Services

The Educational Psychologist, Ladywood Outreach, Speech and Language Therapy Service and Behaviour Support Service visit the school regularly to assess, monitor or work with individual children, and to advise the Class Teachers and SENCo.

The school nurse comes into school regularly, which enables discussion of any problems arising. If it becomes necessary, contact is made with Social Services.

TRAINING AND RESOURCES

FUNDING

The first £6,000 of additional funding for SEN children (above and beyond the average educational funding per child of £4,000) should be met by the school from the dedicated schools grant. Where the value of a child's additional needs are greater than £6,000, then the child is classified as a "High Needs" child and an application for funding from the High Needs Block will be made to the Local Authority, following the procedure set out in the High Needs Funding Documents white file, located in the Head Teacher's Office.

This will involve providing evidence which shows a graduated response to the child's needs in line with the SEN Code of Practice. This process involves reports being provided by school and other agencies who are involved with the child and full parental involvement.

TRAINING

A programme of ongoing training is in place to ensure our staff have the appropriate skills and knowledge to support children with SEN. Specific training for different types of SEN will be prioritised according to the needs of the children. The Governor with responsibility for SEN will also undertake relevant training. The SENCo will work collaboratively as part of the SENCo Cluster Group to develop provision and share good practice with other schools.

EQUAL OPPORTUNITIES

St. Matthew's aims to be an inclusive school and actively seeks to remove the barriers to learning and participation that can hinder or exclude individual children or groups of children.

All children with or without Special Educational Needs and /or Disability receive equality of entitlement to all activities, whether curricular or extra curricular. Wherever necessary, special provision is made in the way of adult support or supervision, adaptation of existing equipment or purchase of specific equipment.

PARENTS/CARERS OF CHILDREN WITH SEN

Parents/ carers will be informed where the child is in need of SEN Support and meetings will be held to discuss and review provision and progress towards the set outcomes, at least Termly. Wherever possible, children with SEND are involved in meetings arranged with parents /carers to discuss and set desired outcomes and to review progress made towards these. During these meetings, they will be invited to contribute to give their own opinions about provision and their own learning experiences. Where a child has a Statement or Education, Health & Care Plan, a Local Authority Annual Review will be carried out. This will be a Person Centred Review.

Partnership with parents/carers plays a key role in enabling children with SEN to achieve their potential. The school recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with Special Educational Needs will be treated as partners and supported to play an active and valued role in their children's education.

Information for parents/carers relating to the Local Authority and school's provision for SEND is available through the Local Offer and SEND Information Report published on the school website. This gives details of links with other agencies who offer support to the family and the child. The SEND Policy is also published on the school website. A hard copy of the SEND policy is available on request from the School Office.

TRANSITION

Arrangements are made to collect all relevant information and records for new entrants through visits to the nursery or home for Reception Class or reference to records from a previous school.

Transition meetings are held between the Class Teachers, Teaching Assistants and with the SENCo in the latter half of the Summer Term to ensure a clear, consistent approach to learning and continuous provision. All children in school take part in Orientation Days towards the end of the school year, where they will experience their new class environment and become more familiar with their Class Teacher and Teaching Assistant.

Records for children who move to other schools are forwarded to their new school.

Information about Year 6 children with SEND is sent to their secondary school during the summer term. This includes National Curriculum levels, SATs results, Education Health Care Plans or Statements of Special Educational Needs, minutes of Review meetings and SEN Support Provision Maps with evidence of outcomes. Meetings are held with the Head of Year and/or SENCo from the secondary schools. Transition work and extra visits to secondary school are arranged by the Learning Mentor /SENCo to develop confidence and enable the children with SEN to gain some familiarity with other pupils, staff and their new surroundings.

MONITORING

- The SENCo monitors the day-to-day implementation of this policy.
- The Governing Body publish the SEND Policy and SEND Information Report on the school website to ensure public accountability.
- OFSTED inspections include the monitoring of SEND.
- The Local Authority reviews Education, Health and Care Plans /Statements of Special Educational Needs annually.
- Ladywood Outreach Service monitor the provision made by the school for children who have an Education/Health and Care Plan /Statement.

STORING AND MANAGING INFORMATION

Individual Information

- Records detailing all information regarding children at School Action and Action Plus are maintained by the SEND Admin Support under the guidance of the SENCo.
- Individual files stored securely in the Headteacher's Office and are accessible through the SENCo. These are stored in line with the schools data protection policy.
- The records include: previous IEP'S and subsequent results, provision of resources, (both human and equipment), reports from outside agencies or observations carried out in school.

Inclusion Files – referred to as a 'Stripy File'

All class teachers keep an Inclusion File in their class. This contains Individual Assessment Sheets and/or Pupil Passports or Provision Maps for SEN children. These are a working document used by all adults working with an individual.

Only current information should be stored in the file.

Child Protection Files

- These files contain information of a confidential nature, and are kept in a secure place, which is known to the Designated Teacher for Child Protection (Mrs Ryding and Mr Harding).

In line with Records Management Procedures, all SEND information is stored securely in school. It is usually transferred on transition to other schools. If for any reason, information remains in school, any information relating to Statements of Special Educational Needs must be kept for 30 years after the date of birth of the child, before being shredded. Advice and information given to parents regarding special educational needs must be kept for 12 years following closure before being shredded. Children's SEND Files must be kept for 25 years after the date of birth of the child and then reviewed.

DEALING WITH COMPLAINTS

Complaints Procedure

At all times every effort to maintain the appropriate provision for a child's education is made. However, there may be times when parents feel unsure or unhappy with this provision. It is every parent's right to seek further information with regard to their child's education if they are unhappy with the way in which it is progressing or uncertain as to the level of support they are receiving. At these times the parents should discuss their concerns with the class teacher. If this does not resolve the situation the Headteacher will become involved.

The school's complaints procedures are published on the school website. This is a statutory process .

This policy along with the SEND School Information Report, should be reviewed annually by the Curriculum Committee.