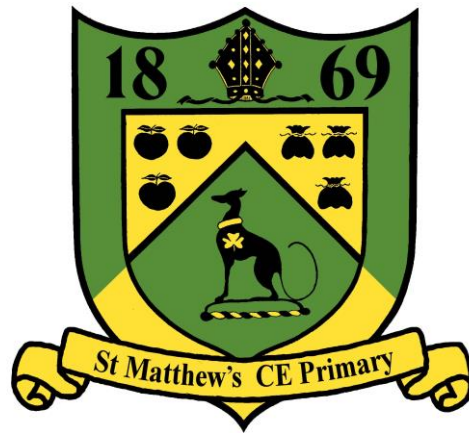


St Matthew's C.E. Primary School



Policy and Procedures for

SEND policy

Agreed Date: Autumn 2023

Review Date: Autumn 2024



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Contact Details:

Mrs Buchanan - SENCO

Mrs. Pennicotte-Henrie – Headteacher

Mrs. Johnstone – SEND Governor

St. Matthew's operates an **Open-door policy** and parents or children are welcome to discuss issues at any time. If an appointment is required, it can be made through the Home Partnership Book or via:

Email: adminoffice@st-matthews.hants.sch.uk

Tel: 01420 472844

Partnership with parents

Parents of children with SEN are kept fully informed of the provision that is being made for their children. Parents will see a copy of the child's Learning Passport each term, during the Parent's Evening and progress will be shared and discussed. Class teachers and the SENCO have regular meetings with parents and encourage active involvement with the school to help their children to overcome their difficulties. The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child.



Inclusion

St Matthew's CE Primary School values the individuality of each child and aims to give all of our children every opportunity to achieve their best possible educational outcomes.

This is reflected in our vision statement, which shows we want to nurture self-motivated, resilient, enquiring children who respect the needs of others. In order to be able to ensure that all children know they are valued we promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

What is SEND (Special Educational Needs and Disabilities)?

The Education Act 1996 says that a child has special educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them. Special educational provision means that which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

A learning difficulty means that the child either:

- has significantly greater difficulty in learning than the majority of children of the same age.
- has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school.

A child is not considered to have a learning difficulty solely because the language spoken at home is different to the language in which he/she will be taught.

Provision for children with SEND.

We provide for any child who has special educational need or a disability that falls within the four broad areas of need and support as identified in the SEND Code of Practice: 0-25 years (revised version January 2015), namely:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs



Identification and Assessment of SEND

We seek to identify SEND needs at the earliest point and make effective provision for the need. This allows us to improve the long-term outcomes for our children. The needs of children starting at St. Matthew's are discussed with their current setting to ensure that transition is smooth and that external agency support is maintained. Children with SEND will receive this provision irrespective of whether they have an EHCP (Education Health Care Plan).

The targets set for children with an EHCP are reviewed annually.

All children with SEND have a Learning Passport. The Learning Passport Targets are formally reviewed and evaluated by staff every Half Term although they are continually updated within the classroom. The progress is discussed with parents during Parents' Evenings.

Attendance of children with SEND is monitored regularly, and support is put in place quickly if a need is identified.

How do we identify and assess a child's SEND needs?

All members of the Teaching Team are responsible for assessing and monitoring children's needs. This allows us to identify SEND needs through:

- Consideration of Transition information. This may be received in a written form or through meetings with nurseries or schools, which have been attended previously.
- Assessing Key Stage results and previous progress and attainment information.
- Quality First Teaching.
- SENCO consultations with teaching staff, parents and children.
- The implementation of advice from External agencies who have been contacted for additional support or assessment. (details of these agencies are available through our Local Offer link on the website)

The "triggers" for further intervention:

- the class teacher's half termly assessment showing underachievement in one or more curriculum areas
- low scores in diagnostic testing
- emotional or behavioural difficulties persisting in spite of the use of the school's behaviour management programmes.
- self-help skills, social and personal skills inappropriate to the child's chronological age.
- diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
- Looked After children, in liaison with Children's Services
- for a child who is new to the school, records from the previous school indicating that additional intervention has been in place.
- parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills.



St Matthews CE Primary; Policy and Procedures for Special Educational Needs

- other adults concerns e.g. from medical services, Educational Psychologist, Children Services.

Hampshire County Council Local Offer for SEND

The Local Offer includes information about education, health, social care, preparation for adulthood, leisure services and impartial information advice and support.

Hampshire's Local Offer (co-produced with parents, carers and young people) aims to help you find your way through the maze of information to reach the best solutions for you / your child.

It can be found at:

<https://fish.hants.gov.uk>

External Agencies that currently work with St. Matthew's

Hollywater Outreach

PBS (Primary Behaviour Support Unit, Robin's Oak)

CAI (Communication and Interaction Team)

SaLT (Speech and Language Therapy)

Occupational Therapists and Physiotherapists

EMTAS (if the educational need is as a result of EAL)

School Nursing Team

Specialist Teacher Advisory Service

Hampshire and Isle of Wight Educational Psychology Service.

Solent NHS Trust

Hampshire Inclusion Team



Our approach to teaching children with SEND needs:

- Quality First Teaching with appropriate targeted scaffolding in place according to a child's needs.
- Setting targets which are deliberately ambitious.
- A review of the child's needs by teaching staff using the Graduated Approach of: Assess, Plan, Do, Review.
- Additional adult support where appropriate to complement the work of the teacher.
- Use of small group interventions which include targeted, time-limited programmes.
- Maintaining personalised Learning Passports for each child. These are developed with the class teacher, TAs and children to create child-friendly SMART targets (Specific, Measurable, Achievable, Rigorous, Timely). Learning Passports are reviewed half-termly.
- Personalised provision through adapted resources and materials and tailor-made interventions.
- Ensuring that all staff are aware of current requirements and offer suitable training during INSET on the presentation and support of children with SEND.
- Regular observations of teaching and Learning Walks by senior members of staff and Governors.
- Open door policy for parents and pupils to speak to the SENCO if issues arise.
- Provision of 'The Hideaway', a calm environment, which is accessible to the children if they feel they are over-stimulated or need some quiet space.
- Provision of The Burrow, an intervention area to support emotional regulation and to promote communication.

Social, emotional and mental health (SEMH) support for pupils with SEND

St Matthew's has a designated Emotional Literacy Support Assistant (ELSA) who is available for children whose education is being affected by changes in family circumstances, bereavement, anger management, self-esteem and friendship. Needs are assessed with parents, the child, SENCO and the class teacher.

Our Primary Mental Health Lead, Mrs. Buchanan, is available to discuss issues arising with a pupil's mental health with either a parent or the child. For further details, please see the school's Mental Health and Wellbeing Policy, which is available on the school website.

The Education, Health Care Plan

An EHCP is a legally binding document which sets out the provision the child must receive to meet his/her SEN. The LEA may provide the school with additional funds to cover the costs of this provision. This is used for TA support and/or specialist teaching and equipment. Learning Passports are used to set targets each term as before. Each year the school must hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child's progress. A representative from the LEA may attend these reviews.



Transition to or from another setting

Within KS1 or KS2

Telephone contact will be made by the SENCO to ensure an understanding of the child is passed to the new school. Arrangements for transition visits are made, where appropriate.

Transition to KS3 from Year 6

The SENCO provides information to the child's chosen Secondary Schools regarding their SEND needs. For pupils with an EHCP, the SENCO arranges a meeting with the SENCO from the chosen Secondary School, the class teacher at St Matthew's, the parents and the child during the summer term prior to transition.

All information regarding External Agency support will be sent securely to the new school within 5 days of them starting at the new setting.

Admission arrangements

In line with current policy, a place at St Matthew's is available to a child with SEN provided that:

- the parents wish the child to attend the school.
- the child's special educational needs can be met by the school.
- other pupils will not be disadvantaged.
- resources will be used effectively and efficiently.

St Matthew's has a duty under the Special Educational Needs and Disability Act 2001 Part 4 (SENDA) not to discriminate against a disabled child:

- in the arrangements that they make for determining admission of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria
- in the terms on which the responsible body offers pupils admission to the school
- by refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled.

(Disability Rights Commission: Code of Practice for Schools 2002)

Access

In line with the 2002 SENDA and the 2006 DDA the Headteacher and governors of the school have put in place an Accessibility Plan where full details of access are available.



Monitoring the success of the SEND Policy

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEND will be shown by:

- ongoing teacher and TA observations of the child in the daily classroom setting
- scaffolded short-term planning by the class teacher to meet the child's needs
- records and evidence of the child's work showing progress towards curriculum objectives
- evidence of progress towards targets at the Learning Passports reviews
- more children achieving at age appropriate levels
- records and evidence of the child's progress towards improving behaviour
- discussion at an appropriate level with the child about their progress
- discussion with parents about the child's progress
- discussion with outside agencies about the child's progress

Evaluating the success of the SEND Policy

The success of the policy will result in the needs of all children with SEND being met by:

- having the systems in place to identify children with SEND as early as possible.
- making use of good practice in planning for, teaching and assessing children with SEN .
- regularly reviewing of the child's progress against targets set.
- providing additional intervention if progress is not adequate.
- receiving appropriate funding from the LEA to support the child's needs
- considering the wishes of the child at an appropriate level.
- having a positive and effective partnership with parents.
- encouraging a multi-disciplinary approach whenever possible.



Concerns or complaints.

If parents believe that their child has a learning difficulty or behavioural issue at school, which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEN, they should talk first to the child's class teacher. If the parents think that the child should be given more support, they should raise their concerns with the SENCO and the Headteacher. Most concerns will be resolved in this way. If parents still feel dissatisfied, they may choose to raise their concerns with the school's governor responsible for SEN, Mrs Janet Johnstone. janet.johnstone@st-matthews.hants.sch.uk

Parents may ask the LEA to conduct a statutory assessment of their child at any time. The LEA must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The LEA will then inform the parents. If the parents disagree with the decision they have the right to appeal to the SEN Tribunal within two months of the decision being made.

If the LEA makes a statutory assessment, but decides at the end of that process not to give an EHCP of SEN for the child, the parents again have the right to appeal to the SEN Tribunal.



Glossary of abbreviations

ASD/C Autistic Spectrum Disorder/ Conditions

CAMHS Children and Adolescent Mental Health Service

COP Code of Practice

ELSA Emotional Literacy Support Assistant

EY Early Years

HI Hearing Impairment

INSET In –Service Training

KS Key Stage

LEA Local Education Authority

PD Physical Disabilities

SATs Standardised Attainment Tests

SEMH Social, emotional and mental health

SEND Special Educational Needs and Disabilities

SENCO Special Educational Needs Co-ordinator (also known as SENDCO)

SMART Target Targets which must be: Specific, Measurable, Achievable, Rigorous,
Timely

TA Teaching Assistant

VI Visual Impairment