

St Matthew's High Brooms CE Primary School

Powder Mill Lane
Tunbridge Wells
Kent
TN4 9DY



Special Educational Needs and Disability (SEND) Policy

Headteacher: Mrs Stephanie Hayward
Chair of Governors: Mrs Karen Stevenson

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Next Review: Nov 2018

Policy written by: Updated Sept 2017 by Sarah Lumley

*Distinctive Christian values-
Honesty, Kindness, Respect, Responsibility*

SEND Policy

Introduction

The Education Act 1996 says that a child has special educational needs or disability (SEND) if they have a learning difficulty which calls for special educational provision to be made for them.

A learning difficulty means that the child either:

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

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

Everyone at St Matthew's High Brooms is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life. The Special Needs and Disability policy at St Matthew's supports the stated Christian values and vision of the school that:

- We have high expectations in all aspects of school life,
- Provide opportunities to enjoy learning, be challenged and achieve in a safe and caring environment,
- Celebrate and share successes within our school and wider community.
- Support our 4 specific school values of honesty, kindness, respect and responsibility.

Policy objectives

In order to meet the special educational needs of our children at St. Matthew's School we must;

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

Co-ordinating provision

The SEND team at St. Matthew's School

The SEND Governor

Mike Smith is the current Governor with responsibility for SEND at St. Matthew's. He has regular contact with the Inclusion Leader and the Senior Management of the school to keep up-to-date with, and monitor the school's SEND provision. School must make an annual report to parents on the school's current SEND provision.

The Inclusion Leader

Miss Sarah Lumley is responsible for the arrangements for SEND provision throughout the school. The post is full time. As Inclusion Leader, Miss Lumley;

- Has responsibility for the day to day operation of the SEND policy.
- Maintains a register of children with SEND, and ensures that the records on children with SEND are up-to-date.
- Works closely with the Head teacher, and the Senior Management Team, the teaching and support staff in co-ordinating provision for our SEND children.
- Manages the Teaching Assistants employed to work with individuals and groups of children with SEND throughout the school.
- Manages those Teaching Assistants attached to individual children with Education Health and Care Plans or accessing High Needs Funding.
- Liaises with the staff in school who have responsibility for child protection, attendance and family support issues.
- Works closely with the parents of children with SEND.
- Liaises with outside agencies to gain advice and support for children with SEND.
- Contributes to in-service training for staff on SEND issues.

The SEND Support Staff

The school uses both Teaching Assistants and Class Teachers to support the Inclusion Leader in delivering learning programmes to children with SEND throughout the school.

These TAs and Teachers work with individual children and with small groups on very specific intervention programmes. They meet with the Inclusion Leader to plan and review, and to adapt the learning programmes they are delivering, if necessary. They also plan and oversee short daily programmes of work for individual children which are delivered by the child's classroom Teaching Assistant and Class Teacher.

Across the school, pupils identified as having some form of SEND may receive additional teaching in literacy and maths skills through withdrawal groups or on a one to one basis. This withdrawal does not take place during key teaching and learning times in the morning, instead, these sessions are carefully planned to occur in appropriate afternoon time slots. The Inclusion Leader also carries out diagnostic assessments of individual children. She plans and reviews Individual Provision Maps (for pupils who require one) with both Class Teachers and TAs at the beginning and end of each term.

Children with Education, Health and Care Plans are supported on an individual basis by TAs employed by the school from the funding assigned to the school via the Kent High Needs Funding system.

The school also employs an Attendance Clerk who monitors attendance across the school. Additionally, our Pastoral Manager works on a daily basis in school with individuals and small groups to support their emotional and behavioural needs. The school's Family Liaison Officer (FLO) works closely with all staff at St Matthew's to support children and their families who are having difficulties. The Inclusion Leader meets regularly with the FLO and Pastoral Manager to monitor children's progress. She attends monthly Needs Meetings held in school to ensure that she is aware of all children's situations and needs.

Admission arrangements

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

- a) the parents wish the child to attend the school.
- b) the child's special educational needs can be met by the school.
- c) other pupils will not be disadvantaged.
- d) resources will be used efficiently.

St Matthew's School has a duty under the Special Educational Needs and Disability Act 2001 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 SENDDA and the 2006 DDA the Head teacher and governors of the school have put in place an Accessibility Plan (currently being updated Nov 2017)

Access to the National Curriculum

The SEND provision at St Matthew's School is based upon the Inclusion statement in the National Curriculum 2014 document of

Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

All Class Teachers, Teaching Assistants and the Inclusion Leader carry out an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress. Strategies which are used to enable access for all children to the National Curriculum are:

- Differentiation of the curriculum to match tasks to ability.
- Grouping of children according to ability (when appropriate) to ensure that tasks are suitably matched and /or challenging.
- Use of a range of teaching styles which recognise the individual learning styles of the children in the class.
- Personalisation of workspaces using privacy screens, writing slopes etc. where necessary.
- Carefully planned use of both Class Teachers and TAs to provide additional support within lessons.
- Small withdrawal group and 1:1 teaching by the SEND staff, TAs and Teachers.
- Accessibility to resources to support pupils with sensory or physical difficulties
- Alternative means of accessing the curriculum through ICT, and use of specialist equipment
- Peer group support through mixed ability grouping, paired reading and "buddy" systems.
- Use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.
- Use of SEAL (Social and Emotional Aspects of Learning) programmes throughout the school.
- Access to extra-curricular clubs, and to the social life of the school.
- Access to the school's Pastoral Manager and FLO for both children and parents.
- In-Service training for all staff on the needs of children with SEND.

Resource allocation

Resources for pupils, who require additional support, but do not receive targeted funding through the High Needs system, is funded directly by the school – sometimes through the use of Pupil Premium funds if appropriate. This funding covers the cost of the staffing, resources and training needs for SEND in both Key Stages. These funds also cover the cost of supply cover for class teachers attending termly reviews and Annual Reviews.

Resources for children with Education, Health and Care Plans are delegated directly to the school via the High Needs Funding system. Each pupil is assigned a budget according to their individual needs and what the school, parents and other specialists believe needs to be provided for each pupil.

The teacher and Inclusion Leader monitor the provision made for the child with an EHC Plan in school and makes further recommendations where appropriate. In addition the school “buys in” regular visits throughout the year from these Specialist Teaching Services to work directly with the child or to advise the support staff.

Money is also delegated to the school to support children with emotional and behavioural difficulties. With this the school employs the Pastoral Manager and FLO.

Identification and assessment

At St. Matthew's School we identify children with SEND as early as possible, through regular contact with our feeder Early Years settings and by assessment at the start of the Foundation Stage Year using the Early Excellence baseline screening programme.

Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. Children with SEND may be identified at any stage of this process during their school life. In the Foundation Stage and Years 1 and 2 the assessments used are:

- Baseline scores at the start and end of the Foundation Stage year
- The Foundation Stage Profiles
- the P scales
- B Squared
- Target Tracker
- termly assessments of progress
- annual Teacher Assessment sheets for both core and foundation subjects.
- the end of Key Stage 1 SATs tests

In Key Stage 2 the assessments used are:

- ongoing profiles of progress towards objectives in all curriculum areas
- B Squared
- Target Tracker
- termly assessments of progress including the end of Year Optional SATs tests in Years 3, 4 and 5 in English and Maths
- annual Teacher Assessment sheets for both core and foundation subjects.
- the end of Key Stage 2 SATs tests

The tests used in school for diagnostic purposes are

- GL Assessment Dyslexia
- GL Assessment Dyscalculia
- Speech Link
- Language Link

The “triggers” for further intervention

We recognise that there is a wide range of SEND amongst our children and match the level of intervention to each child’s needs. We have adopted the “graduated” approach set out in the 2014 SEND Code of Practice, where the level of intervention increases whenever adequate progress is not being made.

The “triggers” for further intervention are one or more of the following:

- Scores indicating poor early learning skills at the start and end of Foundation Stage.
- Ongoing teacher and TA observation and assessment within the classroom, and/or attainment in annual standardised tests showing one or more of the following:
 - the child is working at a level below the national expectation for that Year group
 - the attainment gap between the child and his peers is getting wider.
 - a previous rate of progress is not being maintained.
 - little progress is being made even when teaching approaches and resources have targeted a child’s identified area of weakness.
- The class teacher’s annual assessment profiles 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.
- Other adults concerns e.g. from medical services, Educational Psychologist, Children Services, Learning Mentor, School and Children’s Centre Family Liaison Officer

The Graduated Response

1. Identified Concerns

If a teacher is concerned about some aspect of a child's progress, behaviour or well-being (s)he will decide what action to take within the normal daily classroom routine as part of our Quality First Teaching approach. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child.

If a child is having behavioural problems the teacher will take note of the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the child overcome the problems.

When a teacher is concerned about a child's physical or mental well-being, (s)he will share her concerns with the Inclusion Leader and the staff who have responsibilities for pastoral, medical and child-care issues.

Whatever the nature of the concern, the teacher will invite the parents or carers of the child into school to discuss the concerns and to ask for their support in resolving the problem.

The teacher will inform the Inclusion Leader of the concerns; she will make a record of the child in the category, "Monitoring".

2) Close Monitoring and provision of a Learning Plan

If a child continues to make inadequate progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher and the Inclusion Leader look at the evidence of inadequate progress and decide on strategies which are **additional to, or different from** those already being provided in the classroom to help the child to make progress.

If necessary, a Learning Plan is written by the class teacher and the Inclusion Leader for the child. This sets out the learning or behavioural targets (usually up to 4 in all) that the child is working towards, and describes the strategies and arrangements needed to help the child achieve these targets. The targets are discussed with the child in age-appropriate language and the Learning Plan is sent out to the parents. It is also used to ensure that all adults working in the class or with the specific child know and understand provision that is needed in order for them to be successful in school. Progress towards the targets is discussed at Parent consultation or by request at other times through discussions with the class teacher or Inclusion Leader.

At the Learning Plan review, decisions are made about the future actions that may be taken to meet the child's needs. These may be:

- a) to reduce the amount of help.
- b) to continue with the existing level of help with new targets being set.
- c) to increase the level of intervention if there has been little progress.

If the decision is made to increase support for a particular pupil, the Inclusion Leader may ask for help from specialists outside school. This is in addition to the extra support the child is already receiving within school. These specialists may include the Educational Psychologist, the School Doctor, TRACKS for behaviour and specialist teachers. With their help, strategies which are **additional to or different from** those on offer in the classroom to all pupils can be agreed and documented in the pupil's Learning Plan.

Request for Statutory Assessment to provide an Education, Health and Care Plan

If the child continues not to make progress, the school, through the Head teacher and Inclusion Leader, requests the Local Authority to make a statutory assessment of the child's SEND. If the LIFT panel agrees, it collects information from all the people who have been involved with the child. From this the LA Special Needs Officer decides whether the child needs an Education, Health and Care Plan to meet their needs.

The Education, Health and Care Plan (EHCP)

An EHCP is a legally binding document which sets out the provision the child **must** receive to meet his/her SEND. Through the High Needs Funding system, the LA provides 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 Plans 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 LA may attend these reviews.

Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions may already have an EHCP when they start in the Foundation Stage class. The same procedures of making provision, and target setting and reviewing are put into place as soon as the child starts school. These children must also have a Care Plan and, if appropriate a Moving and Handling Plan drawn up by the school and specialists or the medical services.

Arrangements for integration

Involvement of outside agencies

For those children with EHC Plans the involvement of outside agencies is specified in the Outcomes section of the plan. These may include:

- a specialist teacher in the identified area of need
- a medical service such as a Speech Therapist, Physiotherapist or Occupational Therapist
- an Educational Psychologist

Children without additional funding may also receive input from:

- the Educational Psychology Service
- a specialist teacher for sensory impairment, for communication disorders or for physical disabilities
- Pupil Referral Unit
- the Medical services, including CAMHS and TAMHS
- the Social Services, especially for Looked After children
- the Traveller Service

Liaison within the school

The Inclusion Leader shares information about pupils with SEND with

- Class Teachers and TAs, and Welfare Helpers if appropriate
- The Senior Management Team
- The School Improvement TLR teachers
- The curriculum team co-ordinators
- Assessment co-ordinators
- The co-ordinator for medical needs
- The member of staff responsible for child protection issues
- The school's Pastoral Manager or Family Liaison Officer
- Outreach workers

INSET arrangements

Within school there is an ongoing programme of INSET training for all members of staff. Staff also attend courses run by the LA and Medical Services. The school governors are also informed of courses on disability and SEND issues and are invited to attend.

The Inclusion Leader regularly attends courses on SEND issues run by the LA. She also attends school INSET sessions about other areas of the curriculum so that she is aware of current practices in these areas and any future developments which may affect children with SEND. She attends the local Inclusion Leader AEN update meetings which are run by the SEND advisory team to discuss local and LA issues which affect SEND provision.

The TAs employed by the school also attend courses run by the LA and other Outreach Services, school INSET sessions specifically for their needs, and whole staff INSET, when appropriate.

The Inclusion Leader leads INSET sessions for the school staff on specific SEND issues.

Links with other schools

The Inclusion Leader and the Foundation Stage class teachers arrange visits to the Early Years setting when they are informed of a child with SEND who will be starting school at St. Matthews. When a child already has an EHC Plan, they are usually invited to attend the child's Annual Review held during the summer term in the Early Years setting.

At Y6 transition the Inclusion Leader provides information on request to the local feeder Secondary Schools about children with SEND who have chosen to go there. For pupils with EHC Plans the Inclusion Leader arranges a meeting with the Inclusion Leader from the chosen Secondary School, the class teacher at St. Matthew's, the parents and the child during the summer term prior to transition.

Partnership with parents

Parents of children with SEND are kept fully informed of the provision that is being made for their children. Parents receive a copy of the child's Learning Plan each term and are invited to review progress towards the targets at the class Parent Consultations and at termly review meetings. Class Teachers and the Inclusion Leader 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.

Considering 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 SEND, 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 Inclusion Leader and the Head teacher. 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 SEND.

The School Governor for SEND is Mike Smith

Parents may ask the LA to conduct a statutory assessment of their child at any time. The LA 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 LA will then inform the parents. If the parents disagree with the decision they have the right to appeal to the SEND Tribunal within two months of the decision being made.

If the LA makes a statutory assessment, but decides at the end of that process not to draw up an EHC Plan for the child the parents again have the right to appeal to the SEND Tribunal.

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
- Differentiated 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 IPM reviews
- More age-appropriate scores on standardised testing
- 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 Quality First Teaching in planning for, teaching and assessing children with SEND .
- Regularly reviewing of the child's progress against targets set through Pupil Progress Interviews in school.
- Providing additional or alternative intervention if progress is not adequate.
- 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.