

St Mary's Farnham Royal Church of England Primary School

Through FAITH, as a FAMILY we aspire to grow. Thriving for all our FUTURES, enabling us to FLOURISH individually and as a community



SEND Policy

Date: September 2022

Review Date: September 2023

Policy written by: Miss C. Johnson

School Vision

Through FAITH, as a FAMILY we aspire to grow. Thriving for all our FUTURES, enabling us to FLOURISH individually and as a community.

For I know the plans I have for you, plans to prosper you and not harm you, plans to give you hope and future
Jeremiah 29:11

- This policy was revised and updated in September 2021, taking into account the changes implemented in the "Special Educational Needs and Disability Code of Practice: 0-25 years".
- It complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (January 2015) 3.65 and has been written with reference to the following guidance and documents;
 - Equality Act 2010: advice for school DfE Feb 2013
 - SEND Code of Practice 0-25 (January 2015)
 - Schools SEN Information Report Regulations (2014)
 - The Children and Families Act (2014)
 - Statutory Guidance on Supporting pupils at school with medical conditions April 2014
 - The National Curriculum in England Key Stage 1 and 2 framework document May 2015
 - Safeguarding Policy
 - Accessibility plan
 - Teachers Standards 2012
- This policy was written by the SENDCo in liaison with the Staff and Governors of the school.

SECTION 1: INTRODUCTION

- St Mary's provides a broad and balanced curriculum for all children. The National Curriculum 2014 is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.
- Some children have barriers to learning and require particular action by the school. These requirements may arise as a consequence of a child having special educational needs. Quality First Teaching is an effective tool in addressing such additional needs in the first instance. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.
- Some children may need additional or different help from that given to other children of the same age. These children may receive support outside of the classroom in the form of short-term "interventions", targeted at the children's specific areas of need.
- Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

What are our aims and objectives?

- At St Mary's Farnham Royal, we believe that;
 - All children regardless of their learning difficulties or other disabilities, will have access to a broad, balanced, coherent and relevant curriculum, with reference to the National Curriculum 2014 & EYFS Statutory Framework;
 - All teachers are teachers of SEND;
 - To be included is to feel welcome, secure, stimulated and valued;
 - Children and parents should be fully involved in their child's education;

Who are the named staff?

- The Head Teacher - Mrs Vania Eaglen
- The SEND Coordinator (SENDCo) - Miss Claire Johnson (Post Graduate Certificate in Advanced Educational Practice [Special Educational Needs] Oxford Brookes University 2014) (National Award 2017)
- The nominated governor for SEND – Mr Preston Brooker

- The SENDCo is not a member of the SMT but has advocates on the team in the form of Mrs Eaglen (Head Teacher) and Ms. Jaga (School Business Manager)

- The SENDCo can be contacted via the school at St Mary's Farnham Royal C of E School, Church Road, FARNHAM ROYAL, Bucks SL2 3AW. Telephone: 01753 644471. Email: care of the school office at office@smfr.co.uk or directly at sendco@smfr.co.uk. Appointments to meet with the SENDCo can be either be made via the school office or directly via the above email.

SECTION 2: AIMS AND OBJECTIVES

The aims of this policy are:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum;
- To ensure that parents are able to play their part in supporting their child's education;
- To ensure that our children have a voice in this process.
- To ensure that all children have equality of opportunity in all aspects of their education;
- To ensure that all children are given opportunities to meet their full potential;
- To ensure that children who experience barriers to their learning, will be supported and reasonable adjustments will be made to accommodate them;
- To ensure that all children should have access to a differentiated, first hand curriculum which meets individual needs;
- To ensure that all children, staff, families and stakeholder should be part of the St Mary's family and adapt our inclusive ethos.
- To ensure that children with SEND and/or a disability should not be treated less favourably;

The objectives of this policy are:

- 1) To identify and provide for pupils who have special educational needs and additional needs
- 2) To work within the guidance provided in the SEND Code of Practices 2014
- 3) To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- 4) To provide support and advice for all staff working with special educational needs.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

What is SEND?

"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age." (Code of Practice 2014)

The 2014 Code of Practice identifies 4 areas of need. These are;

Communication and Interaction (Speech and Language needs, children with ASD e.g. Asperger's / Autism)

Cognition and Learning (Where the child is experiencing difficulties in their learning either generally or because of a specific condition such as dyslexia or dyspraxia)

Social, emotional and mental health difficulties (For example, challenging or disruptive behaviour, anxiety, depression or conditions such as Attention Deficit Disorder [ADD] or attention deficit hyperactive disorder [AHDH])

Sensory and/or physical needs (E.g. Visual impairment, hearing impairment, certain medical conditions)

The following are not indicators of SEND, but may impact on progress and attainment.

- Disability (Although all schools have a legal requirement to make "reasonable adjustments" under current Disability Equality Legislation, these alone do not constitute SEND)

- Attendance and punctuality

- Health and Welfare

- EAL

- Being in receipt of a Pupil Premium Grant

- Being a "Looked After Child"

- Being a child of a Serviceman / woman.

- Behaviour is no longer recognised as SEND, but rather an underlying response/ form of communication to a need which we, as professionals, need to recognise and identify.



All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

As a school, we are required to identify and address the SEN of the pupils that we support. We identify these needs by considering the needs of the whole child which will include not just the Special Educational Needs of the child.

SECTION 4: A Graduated Approach to SEND Support.

SEN Code of Practice 0-25 details 2 categories for Special Needs; SEN Support and EHC Plans (Education and Healthcare Plans)

As a school, we are constantly monitoring the children's progress. Where children are experiencing difficulties, the following action will be taken. Some children may work their way through all the steps, where others may only need the first 3 or 4.

- 1) In the first instance, the class teacher will adapt the curriculum to make it accessible to the child – this could take the form of extra adult support from either the teacher or another adult or providing equipment such as numberlines or wordbanks to support the child.
- 2) If the child continues to experience difficulties, the teacher will discuss their concern with the child's parent / carer. At this point, they will fill in a "Cause for Concern" form which will highlight the areas of need to the SENDCo so that they can come and observe the child. After the observation, the SENDCo will provide the teacher with a written report, including recommendations so that a support plan can be put in place or other professions involved if needed.
- 3) Under the guidance of the SENDCo, the class teacher will provide an Individual Provision Map (IPM) to provide extra support in the child's area of need. This may take the form of individual or group work outside of normal lessons to help the child. These will be reviewed termly in conjunction with the parent / carer.
- 4) If required, the SENDCo will talk to professionals such as Speech Therapists, Occupation Therapists (in the case of physical needs) CAMHS (Child and Adolescent Mental Health Services), Specialist Teaching Services or the Educational Psychologist to provide additional assessment / support (subject to the parameters and referral criteria offered by each individual service)
- 5) If none of the above steps seem to be providing the necessary support for the child, the school, with the parent / carer's permission will apply to the Local Education Authority for an Educational Health Care needs assessment (EHC) (Formally known as "Statementing")
- 6) The Local Education Authority of the child's home address will assess the request for an Educational Health Care needs assessment and either agree to or decline the request. If the request is agreed, the Local Education Authority have 20 weeks to complete the request and issue its decision (either granting or declining an EHC Plan)
- 7) If the Local Education Authority do not grant an Educational Health Care Plan (EHCP) or agree to an Educational Health Care needs assessment, they must give their reasons for doing so. At this point, the parent has the right to appeal the decision, firstly through mediation and if unsuccessful, through tribunal.
- 8) If a child is granted an Educational Health Care Plan the parents are entitled to request a personal budget to support the needs of their child in the way they deem most effective. St Mary's will comply with the home authority policy on Personal Budgets and will consider all requests on an individual basis.
- 9) Children who have been granted an EHCP are provided with a MAPP (Multi Agency Provision Plan) instead of an IPM. These contains the outcomes from the EHCP which have been broken down into smaller, more achievable steps. It will also detail the specific provision to be provided to meet these steps.

The school operates an Assess / Plan / Do / Review cycle for children on the SEND Register, where initial assessments are made as to the extent of the child's needs, an appropriate support plan is put in place which is carried out for a specified period and then reviewed to make sure it is meeting the child's needs and providing good quality support to enable the child makes good progress. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

SECTION 5: MANAGING PUPILS NEEDS ON THE SEN REGISTER

As stated in Section 4, the school uses an Assess / Plan / Do / Review Cycle. The exact provision received by each child is either recorded on an IPM (Individual Provision Map) or MAPP (Multi Agency Provision Plan – specific for statemented / EHC pupils). These are updated termly by the class teachers in conjunction with the SENDCo. In July of the Summer term, an interim IPM/ MAPP is put in place to transfer with the child to their new Year group (With the exception of Year 6) which is then reviewed early in the autumn term and updated by the new class teacher if needed. Teachers and TAs are accountable for keeping an ongoing record of support given, through planning, intervention registers and record sheets. The SEND register is maintained by the SENDCo and is updated at the start of each Intervention Window (i.e. September / December / March / July) Parents are emailed updated IPMs / MAPPs by the SENDCo at the end of each review period (i.e. September / December / March / July) along with an evaluated copy of the previous IPM / MAPP.

SECTION 6: CRITERIA FOR EXITING THE SEND REGISTER

Children will not necessarily stay on the SEND register. When a child is deemed to be working at a comparable level with their peer group and this is shown either through their number, reading or spelling ages or through their national curriculum levels as measured by the school assessment system Target Tracker, they will be removed from the SEND register. Likewise, if the child is no longer requiring social or emotional support as demonstrated through their behaviours they will be removed from the SEND register. This is a fluid process and any child could be on the SEND Register at any time during their school career. The needs of the child are paramount in the decision to add or remove children from the SEND Register. Once a child is removed from the register, although an IPM is no longer in place, they will be monitored and if the need for additional support above and beyond that provided for every child is required, then they can be re-added to the SEND Register.

SECTION 7: SUPPORTING CHILDREN AND FAMILIES

St Mary's Farnham Royal School believes that a close working relationship with parents is vital in order to ensure;

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

We believe that parents know their children very well and that working with parents as partners is essential in helping children and young people with SEND get the most out of their education. In our school we involve parents with:

- SEND review meetings that follow the 'Structured Conversation' format
- Developing the one-page pupil profiles (Where appropriate);
- Parents evenings;
- Acting as voluntary helpers;
- Providing after school clubs for pupils;
- Developing an 'open door' ethos towards parents which welcomes and values their views;
- Sharing information about their child;
- Sharing information with other people on their own experiences and knowledge of aspects of SEND;

SECTION 8: SUPPORTING PUPILS AT SCHOOL 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.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school will follow the guidance given by Buckinghamshire Education Authority regarding supporting pupils with medical needs in school. This school policy for supporting children with medical need will be kept alongside that guidance to provide a management strategy to fully support the needs of all staff, pupils and parents.

Training regarding specific conditions will be delivered as required. This will usually be within the term of a new pupil beginning school but if necessary before they commence their education at St Mary's Farnham Royal. General training on awareness of medical conditions and their possible medication implications will occur annually. This will run in parallel with the school's first aid training, which will continue to be under the guidance of the Health and Safety Policy. Pupils requiring continuous support for a medical condition will be given a Medical Needs Care Plan (MNCP)

SECTION 9: MONITORING AND EVALUATION OF SEND

- The class teachers are the first point of contact for monitoring the attainment and progress of children with SEND. The progress of these children may be raised and / or discussed during the regular pupil progress meetings which take place after assessment windows (i.e. half termly). They may also be highlighted learning walks, book scrutinies and learning conversations.
- The SENDCo monitors the movement of children within the SEND system in school. The SENDCo provides staff and governors with summaries of the impact of the policy on the practice of the school.
- The SENDCo is involved in supporting teachers involved in drawing up IPMs (Individual Provision Maps) and MAPPs (Multi Agency Provision Plans) for children, but the class teacher retains responsibility for their writing, implementation and monitoring. The SENDCo and the headteacher hold regular meetings to review the work of the school in this area. The SENDCo and the named governor with responsibility for special needs also hold regular meetings.
- The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENDCo reports the outcome of the review to the full governing body.
- As directed by Regulation 51, Part 3, section 69(3)(a) of the Act, the school will provide an annual SEND Report.

SECTION 10: TRAINING AND CPD

- The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.
- The Headteacher and School Business Manager informs the governing body of how the funding allocated to support special educational needs has been employed.

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- The Headteacher, School Business Manager and the SENDCo meet annually to agree on how to use funds directly related to statements. The SENDCo draws up the resources bid when the school is planning for the next school improvement plan.
- We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.
- Specific training for staff is coordinated when a training area of need is identified
- The SENDCo attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff.
- We recognise the need to train all our staff on SEND issues. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

SECTION 11: ROLES AND RESPONSIBILITIES

The ROLE OF THE GOVERNING BODY AND THE SEND GOVERNOR

- The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
- The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of a decision by the school that SEND provision is being made for their child.
- The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is Mr Preston Brooker The SENDCo ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.
- The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

ROLE OF SENDCo

- To maintain an up to date record of children with additional needs and/or SEND and review termly;
- Overseeing the day-to day operation of the schools SEND policy and review its effectiveness;
- Co-ordinating the provision for children with SEND;
- Liaising with and supporting teachers;
- Co-ordinate with link SEND governor and report annually to governors;
- Co-ordinating the work of TAs / 1:1s
- Overseeing the records of all children with SEND;
- Liaising and supporting parents and carers of children with SEND;
- Contributing to whole staff team's CPD in relation to SEND;
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies;
- Promote the use of Case Studies;
- Pay due regard to The Disability Discrimination Act (DDA), The Single Equality Act of 2010 and requirements for accessibility planning; Ensure all school policies do not discriminate against children with SEND or treat them less favourably;
- Initiate and conduct annual statutory review meetings

ROLE OF 1:1s and TAs

The TAs and 1:1s are performance managed by the SENDCo, Miss Johnson. During their day-to-day roles they are expected to work with children as directed by the class teacher, who is their direct line manager. This may involve 1 to 1 work or small group work with pupils across the whole ability range of the class. They are not expected to work solely with the pupils with SEND as research indicates that pupils with lower attainment benefit from working with the class teacher. When carrying out specific interventions, they work under the guidance of the SENDCo and / or class teacher. The SENDCo will monitor all 1:1s and TAs regularly to ensure that high quality provision is provided.

DESIGNATED TEACHERS FOR SAFEGUARDING

The designated teachers for Safeguarding are Mrs V. Eaglen and Mr J. Farmer. They work in accordance to the National and Local Authority guidelines. The safeguarding policy for the school can be found at <https://www.stmarysfarnhamroyal.org/safeguarding/>

NAME OF TEACHER RESPONSIBLE FOR MANAGING PPG/LAC FUNDING

Currently, the designated teacher for Vulnerable Groups is Mr. J. Farmer

NAME OF MEMBER OF STAFF RESPONSIBLE FOR MANAGING THE SCHOOL'S RESPONSIBILITY FOR MEETING THE MEDICAL NEEDS OF THE PUPILS

The teacher with responsibility for meeting the medical needs of the pupils is Miss C. Johnson in conjunction with Mrs. G. Manley, and Mrs. Moore who have advanced first aid qualifications.

SECTION 11: STORING AND MANAGING INFORMATION

- The SEND records are kept in locked storage.
- Additional information on SEND children is held securely in school's data systems

SECTION 12: REVIEWING THE POLICY

This policy will be reviewed by the staff and governors of St Mary's at the start of each academic year.

This Policy will therefore be reviewed in September 2023.

SECTION 13: ACCESSIBILITY

- Please refer to the school's accessibility policy.

SECTION 14: DEALING WITH COMPLAINTS

- All complaints are dealt with in accordance to the school's complaints procedure which can be found at <https://www.stmarysfarnhamroyal.org/policies/>

SECTION 15: BULLYING

- All incidences of Bullying are dealt with in accordance to the school's behaviour policy and can be found at <https://www.stmarysfarnhamroyal.org/policies/>

SECTION 16: NATIONAL RESTRICTIONS RELATED TO A HEALTH EMERGENCY

- In the event of a national lockdown, all pupils with an EHCP have a legal right to attend school; however, we recognise that this may not be appropriate for all pupils. Decisions about whether the child attends school will be made in conjunction with the parents and the local authority responsible for issuing the EHCP.
- For those pupils with SEND who are not in school, learning resources appropriate to the child's needs will be made available via an email to the parent. This may include level appropriate reading and maths materials, resources tailored directly to the child's specific needs. E.g. handwriting sheets, exercises for strengthening core and hand muscles, websites/ video links which can be used to support the child's develop of key skills or differentiated resources on learning platforms such as TT Rockstars. This is in addition to the resources available to all pupils on the class webpages.
- During times of heightened COVID prevalence, a COVID risk assessment for pupils with an EHCP will be written to protect pupils and staff. This may include the need for additional cleaning / handwashing protocols or increased awareness of person hygiene. Risk assessments may also be written for pupils who do not have an EHCP where intimate personal care is required. All risk assessments will be shared with the parents and relevant staff.