



St Mary's C of E Primary School Chessington

Live life, love learning, guided by God



SEND Policy

Committee responsible	Pupil Progress
Approval required by	FGB
Statutory or Recommended	Statutory
Frequency of review	Annual
Date approved	June 2019
Date of next review	June 2020
Display on website	Yes
Link with other policies	Yes

Signed Headteacher

Dated / /

Signed Chair of Governing Body

Dated / /

SEND Policy

This policy is written in line with the requirements of:-

- Part 3 of the Children and Families Act 2014
- SEN Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

This policy should be read in conjunction with the following policies: -

- The Learning & Teaching policy
- Subject specific policies
- Safeguarding & Child Protection policy
- Medical policy
- Health and Safety policy
- Behaviour policy
- Equality policy & Accessibility Plan
- Complaints Policy

This policy was developed with school staff, parents, representatives from the governing body, RBK Local Authority and will be reviewed annually.

Definition of SEN

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Four broad areas of need have been identified and are:

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

The kinds of special educational need for which provision is made at St Mary's

St Mary's CE Primary School is a mainstream primary setting where all pupils receive 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 the next phase of their learning.

At St Mary's, we endeavour to make provision for every kind of frequently occurring special educational need:

- Dyslexia
- Dyspraxia
- Speech and Language needs
- Autism
- Learning difficulties
- Behaviour difficulties

There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar. In these cases, advice and training will be sourced in order to support pupils effectively.

The school also currently meets the needs of pupils with extreme needs who have an Education, Health and Care plan (EHCP).

Decisions on the admission of pupils with an EHCP are made by the Local Authority. The admission arrangements for pupils without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

Identification and assessment of pupils with SEN

At St Mary's we monitor the progress of all pupils at least half termly to review their progress. We also use a range of assessments with all pupils (see Assessment Policy) at various points throughout the year, see the table below.

Early Years	EYFS Profile (end of Reception) Sound Awareness, Language Awareness, half termly teacher assessments for all areas of learning
Year 1	Phonics screening, Early Literacy Support assessment, Boxall Profile, Speechlink, Spelling and Reading ages, half termly teacher assessments for core subjects
Year 2	End of Key Stage assessments SATs, phonic screening (retakes), Spelling and Reading ages, half termly teacher assessments for core subjects
Year 3	Spelling and Reading ages, half termly teacher assessments for core subjects, PIRA (Reading), PUMA (Maths), White Rose Maths Hub assessments, Rising Stars Grammar
Year 4	Spelling and Reading ages, half termly teacher assessments for core subjects, PIRA (Reading) and PUMA (Maths) assessments, White Rose Maths Hub, Rising Stars Grammar
Year 5	Spelling and Reading ages, half termly teacher assessments for core subjects, PIRA (Reading) and PUMA (Maths) assessments, White Rose Maths Hub, Rising Stars Grammar
Year 6	End of Key Stage assessments SATs, Spelling and Reading ages, half termly teacher assessments for core subjects, PIRA (Reading) and PUMA (Maths) assessments, White Rose Maths Hub, Rising Stars Grammar

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if a special



educational need has not been identified. The aim of this provision is to accelerate progress and to close gaps. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if progress monitoring indicates that this is necessary; **this will not imply that the pupil has a special educational need.**

A list of in class interventions used at St Marys can be found in the appendix.

Despite high quality targeted teaching some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, teacher and SENCo, strengths and weaknesses are identified and used to identify an appropriate individualised intervention programme. At St. Mary's this is called an Individual Support Plan. At this point we would recognise that the child has a special educational need. In many cases these underlying needs often explain inadequate progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The purpose of involving outside agencies is to undertake a more detailed assessment and review in order to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, added to an individual support plan (ISP) and reviewed regularly.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will no longer be identified with special educational needs.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. The school will judge if any additional support has had an impact upon the pupils' educational progress by setting time bonded, small step measurable targets which will be reviewed within the set timescale.

At St Mary's we work in partnership with families and outside agencies in order to support the development and educational progress of the child. Outside agencies may include Educational Psychologist, Speech and Language therapists, Occupational therapists, Mental Health team, Paediatricians. We may also sign post our families to educational courses or networks to support the child at home, including Children Centre, Earlybird program, Parent Partnership, Family support worker.

How we evaluate the effectiveness of the provision made for pupils with special education needs with or without an Education, Health and Care Plan

Regular monitoring and review of Individual Support Plans will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents, class teachers and support teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEN Code of Practice (2014) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Which allows the attainment gap to close between the pupil and children of the same age

For pupils with an EHC Plan there will be an annual review of the provision made for the child. This will enable an evaluation of the effectiveness of the special provision made. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked at least half termly. In addition to this, pupils with special educational needs will have more detailed assessments to inform targets and to measure small steps of progress. If these assessments do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted.

The school's approach to teaching pupils with special educational needs

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEN CoP, 2014)

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. (CoP 6.34)

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children/young people. Some children/young people need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of The National Curriculum Framework/Statutory Framework for the Early Years Foundation Stage the school employs some additional teaching approaches, as advised by internal and external assessments.

- one to one tutoring
- precision teaching
- mentoring,
- small group teaching,
- use of ICT software learning packages

These are delivered under the close direction of the class teachers and SENCo and may also be delivered by additional staff employed through the funding provided to the school. This is known as 'national SEN funding'. The class/subject teacher will remain responsible for working with the pupil on a daily basis.



We have a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance supporting pupils at school with medical conditions.

At St Mary's we strive to create a warm, welcoming and secure environment where pupils are valued as individuals and where their talents and abilities are fully developed. This is managed by a caring team who offer pastoral support and mentoring to both pupils and their families. The pastoral support and mentoring, which includes time out zones and lunch club, helps to avoid exclusions and increases attendance.

The administration of medicines is carried out in line with our school Medical Policy. Pupils who require immediate access to their medicine are supported and encouraged to self-administer from an early age thus developing a greater sense of responsibility. This is often supported by a named member of staff. All other prescribed medicines are kept in a locked cabinet and administered by first aiders and logged in the medicine book. School works closely with a range of medical professionals to train staff so that they are confident and competent to support pupils with medical needs. For further information please see Medical Policy.

How the school adapts the curriculum and learning environment for pupils with special educational needs

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.' (Code of Practice 6.11)

At St Mary's we follow the advice in The National Curriculum /EYFS Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors have made the following improvements: two disabled toilets have been installed and ramps around the site to provide access for wheelchair users. For further information please see Accessibility Plan

SEN Funding

Schools receive funding for SEN pupils. This funding is used to support and enhance high quality teaching in the school. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to needs of individual pupils with SEN and evidenced based. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. In this case the school will request 'top up' from the Local Authority where the child or young person lives.

The Headteacher has the final decision in the use of the SEN budget within the school.

Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

School clubs, trips and activities are offered to **all** pupils at St Mary's school. For some pupils with SEND, 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.

At St Mary's there are a large range of extra- curricular clubs and activities available which pupils with SEND may and do choose to participate in. If pupils are unable to access the activity independently this is managed by the use of peer support, buddy support and parent partnership.

Support that is available for improving the emotional and social development of pupils with special educational needs

At St Mary's we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly during conversations adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide mentoring, time out space, referral to mental health teams and referral for Drawing and Talking Therapy. We also work closely with the Pupil Support Service and families. We have a fully qualified ELSA (Emotional Learning Support Assistant) at St Marys. The SENCo and ELSA work together to provide 1:1 support, the children open up and discuss feelings sensitively led by the ELSA, who plans discussion/work to encourage children to deal with their emotional needs.

Pupils with emotional and social needs because of their special educational needs will be supported to enable them to develop and mature appropriately.

Pupil/Parents views are gathered via pupil voice interviews, school council, pupil and parent surveys.

Our Christian values underpin our ethos at St Mary's and all stakeholders are aware that bullying is not tolerated in our school. In general, our pupils are respectful, kind and caring towards one another and are especially supportive of vulnerable pupils. However, where there are perceived or actual incidents related to bullying, pupils, parents and staff are encouraged to report these to a senior member of staff. These allegations are always taken very seriously and dealt with swiftly with all parties involved in line with our Anti-bullying Policy.



Pupils who find social times difficult or challenging will be provided with safe, supervised places that they can go to during social time.

St Mary's SENCo

The SENCO at St Mary's is Ms Carol Johnson, who is a qualified teacher and has obtained the National Award for SEN Co-ordination. Ms Johnson can be contacted via the school office or parents can speak directly to her in the school playground or in her office in school.

The expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

A regular training programme is planned and delivered to all staff to raise awareness of pupils' needs. Training is delivered by a variety of agencies including SENCo, Educational Psychologist, SALT, Diabetes nurses, OT/PT, School Nursing Service, Behaviour Support Service. In addition to this some staff have received enhanced specialist training in manual handling, first aid, Lego therapy, specific speech and language programs, narrative and colourful semantics, Precision Teaching and training in autism. Where a training need is identified beyond this we will endeavour to find a provider who is able to deliver it.

How equipment and facilities to support children and young people with special educational needs will be secured

Specialist equipment will be considered on an individual basis and will always be in partnership with appropriate external agencies and families.

Parental Involvement

All parents of pupils at St Mary's are invited to discuss the progress of their children formally twice a year and receive a written report at the end of the academic year. In addition to these, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following this normal provision, which includes the use of catch up interventions, improvements in progress are not seen, parents will be invited to discuss this further and agree plans for intervention/support. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. There will be three Individual Support Plan Reviews each year, one each term. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made



accessible for parents. Annual Review paperwork will be shared with parents and the Kingston Local Authority.

Pupil involvement

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning.

Younger pupils and pupils with significant cognitive difficulties for whom direct involvement may cause distress are able to contribute their views with the support of their parent and/or supporting adult /teacher using a simple age appropriate proforma.

Role of Governors

Complaints relating to SEN

We encourage parents to discuss their concerns firstly with the class teacher, SENCo or Head teacher to resolve the issue before making a formal complaint to the Governing Body. All complaints, including those made on behalf of pupils with SEND are addressed in line with our school's Complaints Policy.

Monitoring SEN

In partnership with the Head teacher, Head of Inclusion and SENCo, the governing body:

- monitor the progress of all pupils, including those with SEND
- hold senior leaders to account for SEN provision and its impact
- receive and scrutinise half termly reports from Head teacher and SENCo regarding number of pupils on SEN Support, the types of SEN we have, how support is being funded and the effectiveness of the support as well as which external agencies are currently involved
- have allocated an SEND link governor who meets with SENCo regularly to discuss provision and its impact as well as the progress being made, gathers pupil voice and undertakes learning walks
- agree the Service Level Agreement with the EP service and SPARK

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services). Enhance Able, a local voluntary sector organisation, delivers the Parent Partnership Service and provides free, impartial, confidential, advice, support and options around educational issues for parent/carers who have children with special educational needs or disabilities (0-19/25).

The Parent Partnership Service aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. The Parent Partnership Service aims to build partnerships between parents and carers, the Local authority and schools. The service also encourages parents and carers to be involved in the development of local SEN policy and practice. They can be contacted on:

HELPLINE: 020 8547 6200 Website: www.enhanceable.org



The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At St Mary's we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Nursery staff carry out home visits as well as visits to Private Voluntary Independent settings seeking information to facilitate effective transition into our Nursery or Reception classes.

We also contribute information to a pupils' onward destination by providing information to the next setting. Year 7 teachers and/or heads of year visit our SEND pupils, talk with the class teacher and SENCo and arrange additional transition visits to the secondary school. During the summer term SENCo passes information to the receiving schools to facilitate smooth transition. For those pupils in Year 6 with an EHCP, an invitation will be sent to the receiving schools SENCo to send a representative to the final review meeting.

Information on where the local authority's local offer is published.

The local authority's local offer is published on www.kingston.gov.uk and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

We will publish information on our website about the implementation of the governing body for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs and Disability Regulations 2014

Next review: June 2020 or earlier if the need arises.

APPENDIX

In class intervention includes:

EYFS

- School Start Sound and Language Awareness Programs
- Gross and fine motor control skills (large targets and smaller targets, pincer grip, bead threading etc)
- Nurture and peer buddying to develop social skills
- Self care and independence support (toileting, dressing)

KS1

- Early Literacy Support for targeted groups
- Developing fine motor control skills to aid handwriting development
- 15 mins a day (Reading support)
- Phonics catch up
- Targeted reading support
- Developing English as a second language
- Colourful semantics sentence structure
- Nurture Group
- Mentoring for emotional well being
- Lego Therapy
- Snap 2 It
- Project X Code
- First Class @ Number
- Matheletics
- 1:1 pupil conferencing

KS2

- Reading support for targeted pupils
- Wordshark program for targeted pupils
- Colourful semantics sentence structure
- Phonics catch up for targeted pupils
- Handwriting practice exercises
- Snap 2 It
- Project X Code and Project X Comprehension
- First Class @ Number
- Success @ Arithmetic
- Matheletics
- Lego Therapy
- 1:1 mentoring and pupil conferencing