

Special Educational Needs and Disability Policy

For

St Mark's CofE Junior School and Wyndham Park Infants' School 2021

To be reviewed annually

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| This policy was agreed by the LGC on: 17 January 2022 (and supersedes all previous policies relating to this area) | | LGC#3 January 2022 |
| Signed by: Jenny Baylis (Chair of the LGC) | | |
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| Author: | LL/BM | |

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Both the SEND policy and this Information Report are based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Definition of Special Educational Needs

- xiii. 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 him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

(Page 17) Code of Practice 2015

Special Educational Provision means:

“For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nurseries, mainstream post-16 institutions or by relevant early year providers. For children under two years of age, special educational provision means educational provision of any kind.”

(See p 5 of Special Educational Needs and Disability Code of Practice : 0 - 25 years).

Rationale

At St Mark’s and Wyndham Park we believe that every child is extraordinary and that education has the capacity and the possibility to change lives for the better. Here teaching and learning is built upon a foundation that is inclusive, supportive, challenging and empowering. We promote high expectations, aspirations and an intense engagement in learning. This supports learners in establishing the values, attitudes, skills and knowledge through which they will be able to achieve success, gain fulfilment in the future and become life-long learners.

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Teachers are responsible and accountable for all the children in their classes and ensure high quality inclusive teaching, including effective differentiation, by planning lessons that ensure that there are no barriers to every pupil achieving.

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including those with SEN and those who access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. The DfE believes that the majority of pupils can make progress through such teaching. Additional intervention and support cannot compensate for a lack of good quality, personalised teaching.”

Our policy has been reviewed and written to reflect the New Code of Practice 0-25 guidance.

Aim

We firmly believe that everyone can learn more, if they are taught appropriately, whatever they have previously achieved. At St Mark's and Wyndham Park we believe there is no 'ceiling' or upper limit to learning and we aim to ensure that all children build learning capacity to make progress and exceed their potential whatever their individual need.

Objectives

In order to meet the special educational needs of our children at St Mark's Junior School and Wyndham Park Infants' School we:

- Identify those children who have SEN or D as soon as possible.
- Provide intervention at a suitable level when a child is identified as having SEN/ D.
- Use a variety of teaching styles, and cater for different learning styles to allow children with SEN/ D to access the National Curriculum.
- Use resources effectively to support children with SEN/ D.
- Assess and keep records of the progress of children with SEN/D.
- Work with outside agencies who provide specialist support and teaching for children with SEN/D.
- Inform and involve the parents of children with SEN/D 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 SEN/D.

Identifying special educational needs

The school follows the guidance contained in the Special Educational Needs and Disability Code of Practice: 0 - 25 years (2014). This recommends a graduated approach.

The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs fall into four broad areas. These are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

When identifying the needs of pupils at St Mark's and Wyndham Park, we consider the child as a whole. Some factors that may impact on a child's progress and attainment are not always due to SEN. Examples of these are listed below:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the pupil premium
- Being a looked-after child
- Being a child of a serviceman/woman.

Details concerning these aspects can be seen in the relevant school policies.

Behaviour is no longer considered a SEN in itself, as behaviour is seen as indicative of an underlying need.

Children are identified as having SEND in a variety of ways including the following:

- Liaison with the infants school or the previous settings attended by the child.
- Teacher assessments or tests show that the child is performing significantly below age-related expectations
- Concerns raised by class teachers, for example behaviour or self-esteem is affecting performance
- Concerns raised by parents and carers
- Liaison with external agencies, for example Educational Psychology, Speech & Language Therapy, Physiotherapy or Occupational Therapy
- Health diagnoses through the Paediatrician or Child and Adolescent Mental Health Services (CAMHS)

The approach to providing SEND support

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| Quality First Teaching including highly effective differentiation | The needs of the majority of children will be met in the classroom. In all classes teachers are responsible for the teaching and learning of all pupils, including those with SEND. The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. If a child is below age related expectations or has made less than adequate progress then they are assessed against the WGRSS (Wiltshire Graduated Response to SEND Support) and if appropriate become 'School Support'. Parents will be informed and the child will be put on the school's SEND register. |
| School Support | Those that are in danger of under achieving but will make progress with some provision in/out class. This is noted on their Personal Plans. This may involve the input of external agencies. If the child's progress is not accelerated as a result of this provision then the child is assessed using the WGRSS and, if appropriate, are put onto a My Support Plan. |
| My Support plan (Non-Statutory) | A child on a My Support Plan will be significantly behind their peers, despite additional support and intervention and may be considered for an EHCP application in the future. |
| Statutory My Plan (Education Health Care Plan replaces previous Statement). | A child receives specific support in or/and out of class funded by the Local Authority in conjunction with on-going school targets and differentiation. |

Parents and children will be informed and included at all stages of support.

The Graduated Approach

In accordance with the New SEND Code of Practice, St Mark's and Wyndham Park uses the 'Assess, Plan, Do, Review' approach as explained below:

- **Assess:** Once concern has been raised regarding a child's progress, the class teacher will carry out a clear analysis of the pupil's needs with the support of the SENCo.
- **Plan:** The teacher, in consultation with the SENCo, parent and pupil should agree the adjustments, support and interventions to be put in place, as well as the expected impact on progress. Interventions will be recorded in the class provision map. Each child will also have personal targets with specific outcomes to be achieved.
- **Do:** The class teacher remains responsible for working with the child on a daily basis. Where interventions involve group or one to one teaching away from the class teacher, the teacher will still retain responsibility for the child's progress.
- **Review:** class teachers, with the support of the SENCo, will arrange to meet parents three times a year to review children's progress. Prior to the meeting the class teacher will have ascertained the child's views on how he/she feels they are progressing. If the child has an Education and Healthcare Plan (in Wiltshire this is referred to as a My Plan) or a Statement, parents/carers will be invited to a review meeting arranged by the SENCo. Parent/carer's views and that of their child, along with recent assessments by any external agencies will be discussed to ensure that the plan remains relevant.

If at the review stage, it is decided more expert help is required then with parent/carer's consent school will make a referral to the appropriate external agency such as the Educational Psychologist, Speech and Language Therapy service or the Wiltshire SEND support service. After assessment and discussion with the parent/carer and the class teacher a programme of support is usually then provided. A copy of any written reports will be sent to the parent/carer, which hopefully will be shared with the school.

Generation of a 'My Support Plan' for a child

Following a review of the strategies at the initial SEND support level it may be decided to put a child on a My Support Plan. This is used when a child has special educational needs and/or a disability and requires support in the long term. The purpose of the My Support Plan is to understand a child's need, how they need to be supported and what they hope to do/achieve.

The 'My Support Plans' will be generated in full consultation with the parents, child, class teacher and the SENCo. Outside agencies, who may already be involved with the pupil, will also be consulted. Together, a 'My Support Plan' will be generated with the child at its centre. Long term goals will be considered and then the short term goals that will be needed to fulfil these longer term goals.

The 'My Support Plans' will provide for:-

- the child's views and opinions and what is important to them
- the views of their parents/carers
- what makes the child a unique individual

- what is important for the child (e.g. health or communication needs) and how best to support the child
- how the child learns
- what is and isn't working for the child and their family
- who is important to the child
- hopes and dreams for the future including provision for transition
- shared action plan with short term targets included
- the support provided will be review against targets.

With the parent/carer's consent the My Support Plan will be registered with Wiltshire Council so that any further help in the form of external agencies can be accessed. The 'My Support Plans' will be jointly reviewed three times a year and a meeting with the parents will be arranged.

(If the child's needs involve safeguarding issues, then it may be more appropriate to complete an Early Help CAF or if concerns are serious then concerns must be reported directly to the MultiAgency Safeguarding Hub. Please see the Safeguarding Policy for further guidance.

The designated teacher for Child Protection is Matt Sambrook for St. Mark's and Wyndham Park.

Requesting an Education, Health and Care Plan (EHC Plan) / Statutory My Plan

Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we will discuss with the parents and child the need for us to approach the LA to request a statutory assessment for an EHC Plan. (This may or may not result in the LA issuing an EHC Plan.) If the parent/carer is in agreement, the SENCo will contact the SEND service to request that a SEND lead worker be appointed to the child. The SEND lead worker will be a single point of contact and who will be responsible for liaising between all the interested parties ensuring that everyone is working together and effectively sharing information. The SEND lead worker will attend the My Support Plan review and provide advice to the parent/carer and school as to evidence required for the statutory assessment process. If the LA decide to go ahead with the statutory assessment the SEND lead worker will co-ordinate the assessment and write a draft EHC Plan in conjunction with the parent/carer, child, external agencies and school to submit to the LA.

Where a child has an EHC Plan, the school will carry out an annual review. The parent/carer, child, SEND lead worker, the LA, outside agencies, SENCO and the class teacher will be invited to attend. The EHC Plan will ensure a collaborative, joined up approach to support the child. Parents/carers of children with a Statutory EHC Plan have the right to request a personal budget. If this is requested, the SEND lead worker and the LA will provide support on this.

Local Offer

Wiltshire LA has compiled a local offer which details all the services and support available for children and young people with SEND.

The link for this is: www.wiltshirelocaloffer.org.uk

SEND Information Report

St Mark's and Wyndham Park's SEND Information Report details the support and provision that we are able to offer children and young people with SEND. This is available on our St Mark's website

under the 'SEND' heading and also in paper format if requested from our school office. Information for Wyndham Park on our SEND provision can be found on the website under the policies heading within the inclusion section.

Links and Use of outside agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENCo will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Local Education Team including the Educational Psychologist, Learning Support Team, Early Years Inclusion Service, Physical and Sensory Impairment Support Service team, Speech Therapist, Behaviour Support Team, Health and LA personnel. Any or all of these agencies may be involved.

Partnership with parents/carers/children

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are invited to be involved in the identification, assessment and decision-making process in the school. Parents/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing the Personal Plans and My Support Plans. The school will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practice making choices, will be more secure and effective children during their school years. In our schools, we encourage children to participate in their learning. We encourage them to have a voice in deciding the priorities for our School Development Plan through the school council. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEND this includes discussing the strategies for their success. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

Links with other schools, and agencies including the voluntary sector

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings and where necessary. Children are invited to visit our schools for induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage. Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, SENCO and by their peers to ensure that they have a smooth transition. We follow the guidelines set out in the Wiltshire School Age Transition Liaison Guide to ensure a smooth and positive transition from Year 6 to Year 7. In some cases the SENCo will arrange extra

transition meetings and visits if it will benefit the pupil moving to secondary school. Staff from Secondary Schools usually visit us and their SENCoS also maintain a close liaison which continues into Year 7.

The SENCoS attends local cluster meetings and are able to network with staff from other local schools.

Training and Resources

Most of the resources used by children having special educational needs are available within the classroom. St Mark's school has a nurture room with the support of an ELSA (Emotional Literacy Support Assistant). Money may also be spent on further additional resources, staffing costs and time allocated to the SENCo to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCo.

Through the monitoring and evaluating of our provision the SENCo, with the Head Teacher (CPD coordinator), will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the School's Improvement Plan and/or performance management objectives. Staff who attend further courses will feed back on courses attended through staff meetings or department/faculty meetings. The effectiveness of such professional development will be monitored and evaluated by the SENCo, and information provided during the annual evaluation of the school's overall SEN provision.

Training is provided for Class teachers and TAs by the SENCo and outside specialists to ensure all staff are up to date with current thinking and have a clear understanding of their roles and responsibilities.

Admission arrangements

The admissions policy is based on the agreed Wiltshire policy and the aims of the Salisbury Diocese (for St. Mark's). We strive to be fully inclusive schools. All children will be treated according to their needs in line with the school's policy for equality. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, the Governing Body will make every effort to ensure the child's needs are fully met and the school's SENCO will work with the child's family to endeavour to make this happen. If a child is transferring into the school with a statement, or has been receiving extra support in their previous school, the continuation of this support will be negotiated with the LA to ensure their needs can be met.

Any variation to the above will need to be agreed by the Somerset Road Education Trust Board of Directors.

Roles and responsibilities

At St Mark's and Wyndham Park there is a local Governing Body member who has been assigned as the link member for SEND. The SEND link Governor and the SENCoS will meet at least three times a year to discuss provision within the school, overall progress and be involved in the strategic development of SEND policy and procedure within our school.

The SEND link Governor for St Mark's and for Wyndham Park is Jenny Bayliss.

The Governing Body, working with the Head teacher and SENCo, need to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

The Governing Body play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND policy.
- They are up to date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the School Development Plan and the school's self-evaluation process.
- The quality of SEND provision is continually monitored.
- An annual report is provided to parents.
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision for their learning.

The Governing Body must ensure that there is a qualified teacher designated as SENCO for the school.

(See p97 of Special Educational Needs and Disability Code of Practice 2015: 0 - 25 years).

The school's Governing Body must ensure that arrangements are in place in schools to support pupils at school with medical conditions and should ensure that school leaders consult health and social care professionals, pupils and parents to make sure that the needs of children with medical conditions are effectively supported.

(See p 44 of Special Educational Needs and Disability Code of Practice 2015 : 0 - 25 years).

(Governors and school should refer to Supporting pupils at school with medical conditions (2014): statutory guidance from the Department for Education.)

In compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010 the Governing Body must take all steps not to discriminate against disabled children in their admission arrangements, in the education, exclusion and associated services provided by the school for its pupils or in relation to exclusions from the school. School governors must publish three year plans showing how they will increase access for disabled children to the curriculum, the physical environment of the school, and written information in alternative formats (Accessibility Strategy – Access Plans).

Head Teacher

The head teacher is ultimately responsible for the day-to-day management of provision for pupils with SEN but this is delegated to the SENCO. The head teacher should keep the governing body fully informed about the provision and any issues that arise. The head teacher should advise the governing body on policies and practice that address barriers to including pupils with SEN. The head teacher should also work closely with the SENCO or SEN team and should ensure that the relationship between the SENCO/SENCO team and other staff in the school is mutually supportive.

Every school must appoint a 'responsible person' for SEN. This is usually the head teacher, but the chair of governors or a governor appointed by the governing body might take on that responsibility.

The 'responsible person' must make sure that all those who are responsible for teaching a pupil with a statement of SEN are told about the statement.

Teachers and support staff (may include part-time teachers, Higher Level Teaching Assistants etc.)

Teachers and support staff should be involved, as appropriate, in the development of the school's SEN policy. All staff need to be aware of the school's procedures for identifying, assessing and making provision for pupils with SEN. Teachers are responsible for devising strategies and identifying appropriate methods for ensuring access to the curriculum. This includes strategies for providing differentiated teaching, for example group teaching. Teachers meet regularly with the SENCo to examine their strategies and methods to see if they can make improvements that will help pupils to access the curriculum. All staff in the school or setting who may come into contact with a pupil who has SEN should be advised of the planned strategies for meeting the pupil's needs. Teachers will be asked to provide the SENCO with feedback on the pupil's progress as part of the process reviewing his/her needs. All class teachers have a responsibility for those pupils in their classes, with Special Educational Needs.

Teaching Assistants (including General TAs, Named Pupil Allowance TAs etc)

Teaching assistants work under the guidance of the class teacher and with the support of the SENCO and Deputy Head for St. Mark's and Head for Wyndham Park, to support pupils, both within the classroom and in withdrawal groups.

SENDCO

The SENDCO (Special Educational Needs Disability Co-ordinator) is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- Overseeing the day to day operation of the special educational needs policy.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support.
- Liaising with early year providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being the key point of contact with external agencies, especially the local authority and its support services.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Liaising, in conjunction with class teachers, with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Ensuring that the school keeps the records of all pupils with SEND up to date.
- Overseeing and maintaining specific resources for special educational needs
- Working alongside staff in assessing children's needs and ensuring that children make progress.
- Contributing to the in-service training of staff.
- Monitoring, evaluating and reporting on provision to the Governing Body in conjunction with the designated responsible person.
- Liaising with parents and carers of children with special educational needs.
- Monitoring of expertise and training needs within the school - where a need is identified, the SENCO will find training or support.

Storing and Managing Information

Records are stored securely in compliance with GDPR guidelines in the SENDCo’s office and in pupil files in the classes at St. Mark’s. Information from Wyndham Park is sent to St. Mark’s at the end of Year 2 as part of the transition process. This information is sent on to new/secondary schools when pupils leave St Mark’s as part of the transition process. In some cases the SENCo will contact the schools if the need arises.

Dealing with Complaints

If parents/carers are unhappy about provision for their child they should follow the school’s Complaints Policy.

Date of review

This policy will be reviewed in October 2022 and reported on in the school prospectus.

Agreed at the governing body meeting on

DateLGC#3 2022 (January 17).....

SignedJenny Baylis..... (Chair of Governors)