



SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Review Frequency: Every two years

(Unless there are changes to legislation, or pupils' needs within the school)

Next Review: Autumn 25

Review Committee: Teaching & Learning / FGB

Agreed: Spring 2024

A handwritten signature in blue ink, appearing to read 'M. White'.

Signed:

(Headteacher)

A handwritten signature in black ink, appearing to read 'L. M.'.

(Chair of Governors)

This policy complies with the statutory guidance requirement laid out in the SEND Code of Practice 0-25 (DfES 2015) 3.65 and has been written with reference to the following guidance, documents and policies:

- Equality Act 2010: advice for schools DfE (updated June 2014)
- Statutory Guidance on supporting pupils at school with medical conditions (Dec 2015)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2014)
- Safeguarding policy
- Accessibility Plan
- Teachers' Standards (2012).

OUR VALUES AND VISION

At St Mary's Hampton Church of England Primary School our vision is:
'flourishing through faith, hope and love.'

Our ethos (or way of life) is distinctively Christian, as it is expressed in the Church of England. Christian principles shape how we build the school our vision and values, our attitudes and ambition.

OUR AIMS

- To ensure that all pupils with SEND are able to access our broad and balanced curriculum.
- To provide a stimulating learning environment for all our pupils including those with SEND and remove barriers to learning by providing high quality teaching which is clearly differentiated.
- To identify and address pupils' needs through the graduated approach: assess, plan, do, and review ensuring that there is careful monitoring and assessment of pupils throughout their time at St Mary's Hampton CE Primary.
- To work in partnership with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- To develop excellent partnerships with specialist support agencies.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The SEN 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 him/her'.

'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...'

The following is not considered to be a Special Educational Need, although they may have a significant impact on progress and attainment.

- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of Pupil Premium Grant (PPG)
- Being a Looked After Child (LAC)
- Being a child of a serviceman/woman

Disability:

“Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition”.

Here at St Mary’s Hampton CE Primary we are committed to meeting the needs of all our children with SEND. This policy is intended to ensure that each child reaches their potential in an inclusive and supportive environment, which promotes our Christian ethos and values and provides equal opportunities.

ADMISSION ARRANGEMENTS FOR PUPILS WITH SEND

All children applying for a place at St Mary’s Hampton CE Primary School are subject to the criteria outlined in our Admissions policy.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

ROLES AND RESPONSIBILITIES

The initial point of contact should always be your child’s class teacher. The class teacher can always seek advice where necessary from our SENCO (Special Educational Needs Coordinator).

The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work or additional support).
- Attending meetings (termly) to discuss the progress of individual children and groups of children.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist and specially planned work and resources. This is overseen by the SENCO.
- Ensuring that the school’s SEND Policy is followed in their classroom.

The SENDCO is responsible for:

- Coordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you as a parent/carer are involved in supporting your child's learning and kept informed about the support your child is getting.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist or Sensory Team.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's interventions, progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND to achieve the best progress possible.

The Head teacher is responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- Ensuring that your child's needs are met however they will give responsibility to the SENCO and class teachers but are still responsible for ensuring that your child's needs are met.
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

The SEND Governor is responsible for:

- Ensuring that the necessary support is provided for any child who has SEND, through termly meetings with the SENCO and termly reports from the Head teacher.
- Monitoring the effectiveness of the SEND provision in the school.

Designated Staff

Designated teacher for Safeguarding: Headteacher, Mr Matt White

Designated teacher for Looked After Children: Sarah Creegan, SENDCO

Attendance Officer: Matt White

The Governor responsible for SEND: Hilary Hart

IDENTIFICATION OF PUPILS WITH SEND

At St Mary's Hampton CE Primary, pupil progress meetings are held termly to monitor the progress of all children and class provision maps are completed and evaluated each half term. Pupil progress meetings are held with the Leadership team to analyse the progress.

Where progress is not sufficient, even if a special educational need has not been identified we put in place extra support to enable the pupil to catch up. These would involve small group support and include: maths, speech, language & communication, phonics, reading, handwriting and writing.

Some pupils may continue to work below the age-related expectations, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use different assessments to determine the cause of the learning difficulty.

The purpose of more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, included in a provision map, personal support plan or Pen Picture and reviewed/revised regularly. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil, which is additional to and different from what is normally available.

If the pupil is able to make good progress using this additional and different resource, 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 not be identified with special educational needs. When any change in identification of SEN support is changed parents will be notified.

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.

There are four broad areas of need identified within the SEN Code of Practice (2015):

- Communication and Interaction (e.g. speech articulation, stammering, speech and language delay, autism)
- Cognition and Learning (e.g. global learning difficulties, dyslexia, dyscalculia, dyspraxia)
- Social, Emotional and Mental Health (e.g. anxiety, depression, eating disorders, obsessive, compulsive disorder)
- Sensory and Physical Needs (Visual impairment, hearing impairment, sensory needs (e.g. autism, physical disability))

There will be some children who fall into one or more of the areas above.

The purpose of identification is to inform the action to be taken; its purpose is not to label a child or to fit the child into a category.

MEETING THE NEEDS OF PUPILS WITH SEND

The SEN Code of Practice (2015) describes ‘the graduated approach’, assess, plan, do and review to identify and remove barriers to learning in order to put effective special education provision in place.

At St Mary’s Hampton CE Primary we have a three-tiered approach to support your child’s learning.

Universal (Wave 1) This is quality first teaching daily that your child will receive from her/his class teacher and may include some minor adaptations to match learning needs.

Targeted (Wave 2) Additional short-term special educational provision may be necessary to remove or reduce any obstacles to your child’s learning. This will take the place of the graduated approach of:

Assess – your child’s needs

Plan – the most effective and appropriate intervention

Do – implement the intervention

Review – impact of your child’s progress towards the individual learning outcomes and targets. Specific targeted one to one or small group interventions may take place in or outside of the classroom. This will be limited to minimise disruption to the regular curriculum. Parents will be kept informed of their child’s progress.

Specialist (Wave 3) It may be necessary to seek specialist advice and regular long-term support from a professional (EP, SALT, OT or the sensory team) in order to plan for the most appropriate learning outcomes for your child. For a very small number of children access to these specialists may be through an Education Health Care Plan.

MANAGING PUPILS NEEDS ON THE SEND REGISTER

At St Mary’s Hampton CE Primary, children identified as having **SEN Support** or if they have an **EHCP** they will be placed on the SEND register.

Children who have been diagnosed with a condition (speech and language, dyslexia, autism etc.) may have a recognised Special Educational Need, but will not automatically be included on the SEND register unless they are in receipt of significant, additional and personalised support without which they could not access learning.

If your child is able to maintain good progress **without** the additional/specialist support he/she will be removed from the SEN register and you will be notified.

REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN

For some children, the support provided by St Mary's Hampton CE Primary and from outside agencies may not be sufficient to help them make the expected progress. Where this is the case, the school or the parents may request a referral for an Education, Health Care Plan Needs Assessment.

The SENCO, Class Teacher and adults working with the child will be responsible for planning and coordinating the provision. Personalised targets will relate to the objectives set out in the child's EHC plan or Statement. This would be done in collaboration with the parents and child.

TRANSITION ARRANGEMENTS

Before a child starts at St Mary's Hampton CE Primary, the Reception teacher conducts home visits and any special concerns about particular needs will be brought to the attention of the SENCO. When children join from another school, the SENCO will gather relevant details about SEND from the parents and the previous school.

Children transferring from St Mary's Hampton CE Primary to a new school will have their SEND records sent on. At the point of transfer to secondary school, information will be shared regarding vulnerable pupils and the SEND records sent.

When children with SEND move from one year group to the next, information is shared between current teachers in summer 2. The SENCO will also arrange meetings with class teachers to discuss children on the SEND register early on in the new autumn term.

PARTNERSHIP WITH FAMILIES

At St Mary's Hampton CE Primary we work in close partnership with Parents and Carers in order to ensure the best outcomes for the children. Parents are welcome to discuss any concerns relating to their child with the class teacher in the first instance. Parents are kept informed through our termly Pupil Parent Consultation Meetings.

Parents of children with SEND can find further information about Richmond's Local Offer on our website.

All Richmond schools have a similar approach to meeting the needs of pupils with Special educational needs and disability. For more information on the London Borough of Richmond's Local offer you can visit: https://www.afcinfo.org.uk/local_offer

PUPIL PARTICIPATION

We value the views of all our children. Children with SEND are encouraged and supported to be involved in this process. They are encouraged to be able to express any concern or worries. All pupils are aware of their individual targets and a pen picture is used to gather their views on their progress. Pupils attend the termly review meetings with their parents.

SEND TRAINING

St Mary's Hampton CE Primary is committed to providing SEND training for all staff in order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils. The SENCO will identify and arrange training as required and lead whole-school INSET as appropriate.

SUPPORT FROM OUTSIDE AGENCIES

The school works with a wide range of professional agencies that provide additional support for children's needs both in school and outside school. Our primary support comes from the services of the Educational Psychologist, Speech and Language Therapist and the Sensory Team. Where appropriate, pupils can be referred to Richmond's health services including CAMHS.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

At St Mary's Hampton CE Primary we recognise that children with medical conditions should be properly supported so 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 children may also have SEND and may have an Education Health Care Plan which brings together health and social care needs, as well as their special educational needs provision and the SEN Code of Practice (2014). Where appropriate, the school will work with health care professionals to support children and families to ensure that all children can access and enjoy the same opportunities as any other child.

SEND FUNDING

The Head Teacher deploys support staff to classes to meet the needs of children. This is informed by analysis from the schools assessment cycle and the needs of individual children identified with SEN and or disabilities.

As part of our budget we receive 'notional SEND funding'. This funding is used to ensure that the quality of teaching is high in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our whole school provision map. In a few cases a very high level of resources are required. The funding arrangements require us to provide up to £6000 per year of resources for pupils with high needs, and above that amount the Local Authority should provide top up to the school.

MONITORING AND EVALUATION OF SEND

St Mary's Hampton CE Primary School regularly evaluates the impact of provision for all children. In evaluating the SEND provision we continually monitor your child's progress through Pupil Progress meetings. At the end of each Key Stage (Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published on our website.

The progress of children with an EHCP is reviewed at an Annual Review with all adults involved with your child's education.

THE COMPLAINTS PROCEDURE

The first point of contact should be the class teacher. The school SENDCO is also available to discuss concerns as well as the Head teacher. The school has a Complaints policy that can be accessed via the school's website. If parents would like to make a formal complaint they should follow the procedures set out within the school's Complaints Policy.

SEND Tribunal

If parents are not in agreement with a decision made by the Local Authority regarding an EHC Plan, they can access mediation services or apply to SEND Tribunal to contest the decision and resolve the disagreement.

Information regarding mediation services and the SEND Tribunal will be provided to parents by the Local Authority on application for a statutory assessment.