



SEND Policy

Leading Staff Responsible	Mrs Das-Mahon
Governor Responsible	Mrs Hilary Hart
Date	Autumn 2 2024
Date of Next Review	Autumn 1 2025

Introduction and Rationale

At St Mary's Hampton Church of England Primary School, we believe that learning should be a rewarding and enjoyable experience and should take place in an environment where everyone feels safe and secure. Our SEND policy supports us in working together to build a caring, inclusive community, in which we all grow and flourish under God's guidance. Our core values of Faith, Hope and Love are rooted in how we nurture good attitudes and behaviours for all.

Faith

- We have understanding, appreciation and respect for all faiths and views.
- We have courage in the choices we make.

Hope

- We are ready, respectful and responsible at all times.
- We find solutions to problems to stay hopeful and resilient in the face of challenges.

Love

- We will treat others as we would wish to be treated and realise that our actions, thoughts and words matter.
- We show understanding, tolerance and compassion of others emotional, academic and social starting points.
- We are honest, loyal and forgiving.

This policy complies with the Children and Families Act 2014 and Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- The Equality Act 2010: advice for schools May 2014
- SEND Code of Practice 0-25 Sept 2014
- Schools SEND information report Regulations (2014) (see www.sendgateway.org.uk)
- Statutory Guidance on Supporting children at school with medical conditions December 2015
- Safeguarding Policy
- Accessibility plan
- Behaviour Policy
- Supporting Children with Medical Conditions Policy
- Intimate Care procedures
- Positive Handling Policy
- Mental health policy

This policy was written by the SENCO and the Assistant Headteacher for Inclusion.

- The SENCO is Mrs Das-Mahon and holds the NASENCO award and a Masters in Special and Inclusive Education
- The School SEND Governor is Mrs Hilary Hart

Definition of Special Educational Needs and Disability

A child has SEND 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 has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than most others of the same age; or
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

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 of the same age by mainstream schools.
- For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has SEND if they are likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught (English as an Additional Language – EAL).

Children with Disabilities

Many children who have SEND 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’. The term ‘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 with such conditions do not necessarily have SEND, but there is significant overlap between children with disabilities and those with SEND. Where a child with a disability requires special educational provision, they will also be covered by the SEND definition.

St Mary’s Hampton CoE Primary School and its Philosophy towards SEND

The school is committed to a child-centred approach to learning, with emphasis on first-hand experience whenever and wherever possible. This philosophy is especially important to children with special needs. Whilst some children may always have special needs, it is also understood that many more children will have special needs at particular times in their lives. The school recognises that every teacher is a teacher of every child including those with SEND. In the school, the staff try to have flexibility in their practice, while ensuring continuity of learning. The school is committed to the inclusion of children with special needs, but we recognise there may be reasons for withdrawal in certain situations. As it is a central theme of the school's aims, working to help all children to achieve their full potential, the school is committed to meeting the special needs of the children through all possible means. The school encourages parents to be fully involved in the education of their children as equal partners.

Our school rules are embedded within our SEND Policy

Our school rules encourage all children to be **Ready, Respectful and Responsible learners**. These are displayed in every classroom and are understood by all children.

St Mary’s definitions of Ready, Respectful and Responsible learners:

Ready

- Being in a regulated state to learn
- Having access to self-regulation strategies to take on learning
- Having courage and resilience to take on challenges and learn something new

Respectful

- Being understanding and respectful of others
- Being compassionate at all times
- Treating others as we would wish to be treated

Responsible

- Being honest, loyal and forgiving
- Realising that our actions, thoughts and words matter

Aims

It is our aim to:

- Provide the highest possible education for the children in our care.
- Value each child as an individual regardless of social, cultural, gender or individual differences.
- Encourage every child to reach their full potential. It is the responsibility of all staff to be responsive to different learning styles and facilitate effective learning for all children.
- Enable each child to become socially interactive in an acceptable manner.
- Provide all the children in our school with a broad and balanced curriculum.
- Encourage the child to become an independent learner.

- Enable the child to appreciate their own strengths and to value themselves and others.
- Promote and maintain a happy and caring environment and foster independence, respect for others and the development of self-esteem.
- Manage the behaviours of children experiencing difficulties so that they and their peers can benefit fully from opportunities offered.
- Encourage parents and children to take responsibility for their own learning.
- Identify and provide for children who have SEND and additional needs.
- Work within the guidance provided in the SEND Code of Practice, 2014.
- Operate a 'whole child, whole school' approach to the management and provision of support for SEND.
- Provide a SENCO who will work with the SEND policy.
- Provide support and advice for all staff working with children with SEND.

Identification

A child may give cause for concern for a variety of reasons:

- Difficulties in dealing with concepts and experiences appropriate for their age
- Difficulties in communicating in different forms (verbal, written, gesture and expression)
- Difficulties due to emotional, social or mental health problems
- Medical or health problems
- Disabilities such as a physical or mental impairment

In order to provide for an individual child's needs, the prerequisite is identification of those needs. This should be a positive process. We must account for the child's strengths and attempt to build on those areas, to enable the child to work with confidence and understanding.

Aspects which may impact on progress and attainment but are not considered SEND are:

- Disability (though there may be some overlap with SEND)
- Attendance and punctuality
- Health and welfare
- Having English as an Additional Language
- Being in receipt of Child Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Having no resources to public funds

Identification of a child with special needs or disability can be made in a variety of ways

Before they start at our school:

As soon as we know that a child will be attending our school, we start to find out more about them, so we can plan for their needs and ensure that they settle into our school happily and make good progress in lessons. This is done through:

- Work with previous schools or educational settings
- School or class visits before children start
- Home visits
- Talking to or reading reports from other professionals

For existing children at school:

- Parent information meetings
- Talking to or reading reports from other professionals
- By children telling us
- Talking to staff

- Circle time
- Feedback in books
- School counsellor drop-in sessions on some lunchtimes
- By parents telling us
- Informally talking to staff
- Parent's evenings
- Formal/ arranged meetings with staff
- Providing written reports/information
- Discussions and using their assessments
- Analysis of behaviour logs
- Analysis of welfare logs
- CPOMs
- During child progress meetings

All children' progress and achievement is assessed by all teachers (LSAs & HLTAs) in every lesson. Academic achievement and progress information is collected for each child half termly, to ensure that all children are making good progress and will achieve their targets.

Graduated Response

At St Mary's Hampton CoE Primary School, we followed the Assess - Plan – Do – Review cycle for children who may have SEND. When a concern has been raised about the development of a child:

- The class teacher will discuss this with the SENCO.
- The class teacher will then meet with the child's parents, where possible, to discuss their concerns to develop an understanding of the child's strengths and difficulties.
- Agreed next steps and outcomes should be sought.
- The SENCO must be informed of the meeting; she will keep the record in a file and records the concern on the school log.

Prior to placing a child on the SEND register several factors will be considered:

- Quality first teaching – the role of the class teacher, planning and differentiation to support children.
- Provision and impact of wave 2 interventions (e.g. targeted group support)
- Family circumstances and external factors
- Engagement of outside services if necessary
- Other factors which may affect children's progress

Managing Children Needs on the SEND register

SEND Support

The concerns will be recorded and the child placed at the appropriate stage on the SEND register. Extra provision may be given through small group teaching or the provision of resources. The provision will then be implemented and reviewed on a half termly basis.

Referral to outside agencies

If a child needs more specific provision the class teacher and parents in consultation with the SENCO and other involved adults, will discuss the child's needs and advise the parents/carers on how to access other professional services - for example speech and language therapy and occupational therapy. Sometimes checklists are completed or advice sought from therapists in school. Referrals can be made via the school for some services, but some services can only be accessed from the GP. Advice and objectives from external professionals will be logged on the child's SEND record. Where therapists are involved they will review outcomes at least annually.

Education, Health and Care Plans

If the school and parents, in consultation with external agencies, feel a child needs further provision a request can be made to consider providing an Education Health and Care plan (EHC Plan). Children remain at SEND Support pending the outcome of the consultation. A child with an EHC Plan is given a level of need by the Local Authority. The school has to provide the first portion of funding (£6000) and the LA will top up as is decided during the development of the EHC Plan. The child should continue with a provision plan identifying what is additional and different to their peers.

SEND Records and Provision Maps

SEND Records and Provision Maps show all the targeted groups, supported sessions, resources, training and preparation implemented for children with SEND, as well as skills to be built on by the class teacher. They are often based around advice given by external professionals as well as goals developed through discussion with staff, parents and children. The provision is reviewed half termly and outcomes recorded, provision can then be amended or changed depending on the needs of the child. A provision map records all the extra provision that is additional to and different from quality first teaching (wave 1) and differentiated curriculum planning.

Review Meetings

An EHC Plan is reviewed annually and measures the effectiveness of provision. All involved adults (including health professionals, outside agencies, school staff, and parents) and the child discuss the termly and year's progress, amending the EHC Plan where necessary. The child will complete Child Voice activities to present at the Annual Review which they may present themselves or choose an adult to present on their behalf. The EHC Plan targets are reviewed continuously with external professionals and school staff to monitor outcomes and the progress children are making. Reviews for children at SEND Support will be held as part of parents evening with the class teacher, parent and child. The SENCO may attend some meetings or be available if needed. Sometimes these reviews may not coincide with reviews by outside agencies and amendments may need to be made in the interim. Likewise, should a child meet outcomes more quickly or really struggle with goals they may be amended in the interim.

Criteria for Exiting the SEND Register

During the year some children will make enough progress in Reading, Writing or Maths; to close the gap with expected attainment levels for their age. This means they can then be supported by quality first teaching to boost their learning further so that they meet national expectations.

For children with Speech, Language or Communication and Interaction needs; some will make sufficient progress with their Speech and Language targets that they no longer need intervention from therapists and are removed from the SLT caseload. Sometimes children may still participate in SLT groups within school to help sustain their progress; this does not mean that they must remain on the SEND register.

For children with Social, Emotional and Mental Health; some may have made progress by reducing the frequency of incidents they are involved in or they may have started to feel more positive following therapy; they have begun to overcome their needs and they may be discharged from services such as the Primary Behavioural Services, Children and Adolescence Mental Health Services, Art Therapy, Counselling etc. Sometimes children may still participate in social skills groups within school to sustain their progress.

Raising the profile of SEND children

As a new Inclusion Team we are looking into how we can further celebrate SEND. We would like to celebrate and raise the profile of SEND through extra-curricular activities and special visits.

Bullying

As a staff, we will use our own adult behaviour as a model of what we expect of our children. To minimise bullying we aim to build on our school positive behaviour. We will raise awareness of bullying through our PSHE curriculum, encompassing circle time, co-operative games and assemblies. We actively promote a school ethos that encourages positive attitudes towards others and emphasises that every child is of equal worth, irrespective of age, gender, ethnic background or academic attainment. We will provide a safe and

stimulating environment in which our children can work and play. The school tries to work in a proactive manner and will invite the local community police officer to speak with children and theatre groups to explore sensitive matters such as bullying. Children will be taught about internet safety and how to react to bullies. Through our Inclusive approach, in particular our themed weeks around disabilities we feel we foster children who are understanding and supportive of people with additional needs.

Supporting Children at School with Complex SEND

To support children who have complex SEND, we have deployed our Learning Assistants to work closely with the class teacher to support the learning of these children. Learning Assistants help facilitate the learning the teacher have planned and prepared and work alongside the teacher to enable progress in all areas of their development and independence in education.

Supporting Children at School with Medical Conditions

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and PE. 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 an EHC Plan, which draws together a children educational, health and social care needs; the SEND Code of Practice 2014 is followed. The school will only administer medication where a request to administer medication form has been completed by the parent/carer of a child. The form is to be completed prior to the child starting school or, if already in attendance, as soon as the condition is identified. Following receipt of a request to administer medication form the SENCO or SLT will discuss with staff the nature of the request and whether or not they are willing to administer the medication; they will also identify whether staff are competent to administer the required medication. Staff are deemed competent to administer medication in tablet or liquid form but must have received training in any medical techniques required, e.g. use of EPI-PEN for anaphylaxis, use of blood tester or insulin pen for diabetes. A Health Care plan for the child will be prepared. This will indicate the date of request for administration and approval and will provide as much information on the medical condition as is available. The health plan follows a standard format but will vary dependent on the medical needs, e.g. short term or specific condition. Usually a health care plan will be drawn up with the SENCO, Designated Safeguarding Officer and Assistant Headteacher for Inclusion, who will regularly review them. Health care plans will need regularly updating to ensure information is current. For further information see the Supporting Children with Medical Conditions Policy and Intimate Care Policy.

Monitoring and Evaluating SEND

The SENCO and Assistant Headteacher for Inclusion; both monitor and evaluate the practices of teachers and provision for children including those with SEND, then feedback to staff about strengths and areas to develop. This is done through observations, learning walks, book looks and gathering child voice. The SENCO formally observes LSAs at least annually in the spring term; informal observations are also carried out within the autumn term. Feedback is given about LSAs practice, including strengths and areas to develop. As part of their appraisal, LSAs are set goals to work towards to improve their practice. The progress and attainment of children with SEND is monitored every term by the SENCO and feeds into whole school termly monitoring. Termly and annually the effectiveness of different interventions are evaluated. Interventions may be changed or amended to best deliver provision which matches the needs of the children with SEND and tackles school priorities.

Training and resources

We run training via workshops with external professionals throughout the school year on specific areas of SEND for different staff members. The school has a number of highly skilled LSAs who have received training from therapists and outreach specialists in supporting and implementing programmes in specific areas such as: Occupational Therapy, Speech and Language Therapy, Educational Psychology, Autistic Spectrum Disorder etc. Outside professionals regularly visit the school and as part of their role, offer training to different staff. Many informal training and advice sessions are held within school through meetings for teachers and LAs with the SENCO/Assistant Headteacher for Inclusion.

Roles and Responsibilities for the Local Governing Committee

The Governing Body have responsibilities to children with SEND which include:

- Ensuring that provision is of a high standard for children with SEND
- Ensuring that a 'responsible person' is identified to inform all staff working with a child that has a EHC Plan
- Ensuring that SEND children are fully involved in school activities
- Having regard to the SEND Code of practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing the SEND Policy
- Reporting to parents on the schools SEND policy including allocation of resources from the schools budget

Roles and Responsibilities for all School Staff

The Teacher's Standards 2012, make it clear that it is every teacher's responsibility to "adapt teaching to respond to the strengths and needs of all children." School staff are also responsible for:

- Providing high quality teaching for all children in their class
- Being aware of the school's procedures for identification and assessment of children with SEND
- Collaborating with the SENCO to decide all actions required to support children with SEND
- Developing targets for SEND children which are SMART
- Working with SEND children every day on programmes recommended
- Developing constructive relationships with parents
- Being involved in the development of the SEND policy

Roles and Responsibilities for the SENCO

Mrs Das-Mahon is the SENCO at St Mary's Hampton CoE Primary school and she holds the NASENCO accreditation, her responsibilities include:

- Overseeing the day to day operation of the school's SEND policy
- The day to day management of all aspects of school including SEND provision
- Co-ordinating provision for children with SEND
- Liaising with the relevant Designated teacher where a looked after child has SEND
- Advising on the graduated approach to providing SEND Support
- Advising on the deployment of the school's SEN and notional budget and other resources to meet child's needs effectively
- Managing and supporting Inclusion LSAs
- Liaising with parents of children with SEND
- Liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- A key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned.
- Working with School governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all children with SEND up to date.
- Overseeing the management of the counselling and play therapy service.
- Overseeing the management and working with the buy-in speech and language therapist.
- Overseeing the management and working with the buy-in occupational therapist.
- Overseeing the work with the SEND Governor – Ms Rachael Newberry
- Ensure that necessary provision is made for children with SEND and that their needs are known to those who teach them.

- Ensure that teachers are aware of the importance of identifying and providing for those children who have SEND.
- Ensure that a child with SEND joins in the activities of the school together with children who do not have SEND.
- Informing parents of the fact that SEND provision is being made for their children
- Ensuring that the school has clear and flexible strategies for working with parents
- Report to Governors on the implementation of the school's policy for children with SEND.
- Have regard to the SEND Code of Practice 2014 when carrying out its duties toward all children with SEND.
- Ensure that SEND policies are followed correctly.
- To have strategic overview of the SEND policy and co-ordination of provision by ensuring the SEND policy is put into practice
- Line manage the Inclusion team
- Reviewing and monitoring of quality first teaching on an ongoing basis
- Liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned.
- Provide guidance to colleagues on teaching children with SEN or disability, and advise on the graduated approach to SEND support
- Keeping the Governing Body well informed about SEND within their school
- Working closely with the Inclusion team

Key staff linked to this Policy

- Assistant Headteacher for Inclusion and Deputy Designated Safeguarding Officer- Mrs Das-Mahon
- Designated Safeguarding Lead– Mr Scott
- Deputy Safeguarding Lead – Mrs Nesbit

Storing and Managing Information

Individual SEND Records are kept on all children at SEND Support or with EHC plans. SEND Records are recorded electronically with any outside agency reports or intervention information included. All staff who are working with a child with SEND will have access to the SEND Record and provision map and copies of reports from professionals.

Reviewing the policy

This policy is reviewed by the SENCO on an annual basis. However, in the current climate of change amendments may be necessary more frequently initially as new information comes to light and procedures develop.

Accessibility

The school endeavours to provide facilities to enable access for children with SEND. This includes physical access, accessibility of written materials, as well as visits and lesson content. The school has an accessibility plan which sets out how we plan to increase access for all children.

Dealing with complaints

If a parent has any concerns about SEND provision made for their child they should in the first instance contact the class teacher. If you are still concerned at any time please contact a member of staff at school in this order:

1. SENCO/ Assistant Headteacher for Inclusion
2. Co-Headteachers
3. Local Governing Committee