


St Mary's CE VC First School



Special Educational Needs Policy

Adopted date:	September 2024
Next review date	September 2025
Signed Head Teacher	

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 to 25 (July 2014) and has been written with reference to the following guidance and documents

- ✓ Equality Act 2010: Advice for Schools – (DfE May 2014)
- ✓ SEND Code of Practice 0 to 25 (July 2014)
- ✓ Schools SEN Information Report regulations (2014)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Head teacher, Mick Homer, has overall responsibility for Special Educational Needs and Disability in St Mary's First School.

The designated teacher responsible for co-ordinating SEND provision and co-ordinating the day to day SEN and disability provision for children at St Mary's is Lisa Thornicroft: lisathornicroft@charminster.dorset.sch.uk

She is a member of the Senior Leadership Team within school.

The Governor with oversight of the arrangements for SEN and Disability is Ez Lucas: ezlucas@charminster.dorset.sch.uk

SCHOOL VISION STATEMENT

Be the best that you can be!
Shine God's love for all to see!

AIMS AND OBJECTIVES

At St. Mary's First School, we seek to enable our pupils to make the best use of the opportunities offered at school so that they will grow in knowledge and understanding, learn relevant skills and be proud of their achievements in all aspects of their lives. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. In this policy we are outlining how we seek to meet the needs of those pupils with disabilities or special educational needs. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

AIMS

- ✓ To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive
- ✓ To identify at an early age, individuals who need extra help and attention
- ✓ To enable each child to take part in and contribute fully to school life
- ✓ To develop self esteem within individuals
- ✓ To provide access to and progression within the curriculum
- ✓ To involve children in the planning and monitoring of their special educational needs and or disability where suitable
- ✓ To work in partnership with parents to support children's learning and health needs
- ✓ To provide quality training for all staff to enable them to support children with special educational needs and disability

OBJECTIVES

- ✓ To identify and provide for pupils who have special educational needs and additional needs
- ✓ To work within the guidance provided in the SEND Code of Practice 2014
- ✓ To operate a 'whole child, whole school' approach to the management and provision of support for special educational needs
- ✓ To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Policy
- ✓ To provide support and advice for all staff working with special educational needs

ROLES AND RESPONSIBILITIES

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that St Mary's arrangements on supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are in line with national expectations.

Responsibility for co-ordinating the day to day SEN provision at our school is held by Lisa Thornicroft, working closely with senior leaders, governors, staff, parents/carers and external agencies.

Roles of SENCo include:

- Maintaining the school's SEN register
- Ensuring that appropriate support is in place
- Ensuring liaison with parents and professionals
- Advising and supporting other practitioners in the setting
- Ensuring relevant information about individual children is collected and recorded
- Organising reviews of EHC plans

ADMISSION ARRANGEMENTS

St Mary's use the local authority arrangements for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this St Mary's makes appropriate and reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, St Mary's liaises with the local authority, health service and parents/carers to ensure that appropriate arrangements are made to meet individual medical conditions.

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS/DISABILITY

St Mary's has an Accessibility Plan that is monitored, reviewed and then reported upon annually by the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed 'The Equality Act 2010 and schools (May 2014)'. We comply with the requirement to support children with a disability as defined by the Act.

The school has these specialist SEND facilities in place

- Physical environment (wheel chair access via ramp to the main entrance, wheel chair ramp to the playground from Maple class, acoustic tiling and/or curtains in Willow, Beech, Ash and Linden classrooms, disabled toilet with handrails)
- Assistive technology

SEN INFORMATION REPORT AND LOCAL OFFER

The school website holds information about SEND and specific information about how children with SEND are supported within our school in the curriculum and around school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents, governors and all staff.

[SEN Information Report](#)

The Dorset for you website has the local offer and has a directory of facilities and resources available from many different services within Dorset.

[Dorset local offer](#)

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (July 2014) identifies SEND under four broad areas of need (section 6.28 to 6.35)

- i) Communication and interaction
- ii) Cognition and learning
- iii) Social, emotional and mental health difficulties
- iv) Sensory and/or physical needs

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements

St Mary's staff use a wide range of tools to assess the amount and level of SEN support required. These include:

- Discussions with parents
- Monitoring and tracking of children's progress
- Standardised tests
- Professional discussions with outside agencies
- Medical information

Learning needs are managed by using SEN Support or by having an Educational, Health and Care Plan (EHCP). The majority of children with special educational needs or disability will have their needs met by the school.

Our staff are responsible and accountable for the development and progress of the children in their class, including where pupils access support from Teaching Assistants or specialist staff.

High quality teaching, scaffolded for individual children, is the first step in responding to children who have or may have additional learning needs. This is known as a 'graduated response'. Parents will be informed of any additional interventions. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision will be recorded in the school records (SEND register) and the child's parents / carers **will** be informed that special educational provision is being made.

The SENCO will use the class tracking systems and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

MANAGING SEND CHILDREN IN OUR SCHOOL

Where a child is identified as having SEND and or a disability, St Mary's adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice:0 to 25 (*July 2014*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

Provision / action that is additional to or different from that available to all will be recorded on a one page profile.

- ✓ The Profile will indicate the area of difficulty and strategies to support the child. Specific short term targets will be agreed in consultation with the pupils (where appropriate) and parents and then be recorded. This will be completed by the class teacher but always in consultation with pupils, parents, carers and the SENCO. It may also involve consultation and advice from external agencies.
- ✓ Targets will be reviewed at least 3 times a year with the parents/carers and teacher and, where appropriate, the child.
- ✓ If the school has evidence that a pupil is making insufficient progress despite significant support and intervention, we may seek further advice and support from outside professionals.
- ✓ Outside agencies that may be consulted include SEN Specialist Service (SENSS), Social Services, School Health Service, County Psychological Service, the Hearing and Visually Impaired Service, the Speech and Language Service and any other service that may provide useful in supporting staff and pupils. Parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

USE OF DATA AND RECORD KEEPING

St Mary's will record details of additional or different provision made under SEN support. This will form part of regular discussion with parents/carers about the child's progress, expected outcomes from the support and planned next steps. School will use information systems to monitor progress and development of all children.

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

The provision for children is monitored and evaluated through;

- ✓ Review meetings with parent/carers/child
- ✓ Staff meetings with a focus on SEND
- ✓ Pupil progress meetings between teachers and Head teacher
- ✓ Regular meetings with the SENCo and Head teacher
- ✓ Termly meetings between the SENCo and SEN governor

COMING OFF THE SEND RECORD

A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan.

However a child's progress will continue to be monitored by using the school's tracking systems.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law. All paper records will be held in line with the school's policy on securing information

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

St Mary's will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that St Mary's is expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the St Mary's policy on "Supporting children at school with medical conditions".)

TRANSITION ARRANGEMENTS

St Mary's is committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

We have a highly developed transition programme in place for our Reception and Year 4 children.

Starting Reception -Regular visits from the Pre school children in the year leading up to transition and a close working relationships between staff from both establishments assist with transition. Our Reception teacher visits the home of all children. All children are invited to attend a transition session where they will spend time in their new classroom. Each child is allocated a Year 4 buddy to help them settle into their new school. A discussion between the pre school SENCo and school SENCo will pass on any SEND information and records.

Year 4 -There are several visits to the local Middle School to become familiar with the site. There is a Learning Transition Mentor (Clare Hudson) who spends one day a week in our school in the Summer term prior to them starting at their middle school. They then work in the Autumn Term within the Middle school to assist with transition. Additional visits can be arranged if required. The SENCo liaises with the SENCOs from the Middle Schools to pass on information regarding SEND pupils. Where a child may have more specific needs, a separate meeting may be arranged between School SENCo, Middle school SENCo, the parent/carers and where appropriate the child.

Transferring to/ from another school mid year - When receiving a child from another school with SEND, the SENCo will contact the school's SENCo to discuss specific needs, strategies and provision previously in place. The SENCo will then arrange a meeting with the child's parents / carers to discuss the continuing provision at St Mary's. Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

When transferring a child, the SENCo will ensure all necessary paperwork concerning a child is copied and sent to the child's new school as soon as possible

TRAINING AND RESOURCES

The SENCO, in liaison with the staff, will recommend or arrange appropriate SEND training for staff where needed. The SENCO will provide information on specific needs for new staff through staff meetings.

The SENCO works with other schools within the Dorchester area. The SENCOs meet termly. This enables the school to build SEN resources and to share advice, expertise and training.

SEN INFORMATION

St Mary's presents its SEN information in three ways:

- i. by information placed on the school website which can be found www.charminster.dorset.sch.uk
- ii. by following the link from the school website to the local authority's Local Offer website; [Dorset Local offer](#)
- iii. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the schools and local authorities websites.

ACCESSIBILITY

St Mary's publishes its Accessibility Plan on the school website; this information can be found

[Accessibility plan](#)

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO.

St Mary's publishes its Complaint's Policy on the school website; this information can be found

[Complaints policy](#)

REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually by the SENCO and SEND Governor in consultation with parents/carers and children / young people before being ratified by the Full Governing Body.

If you are interested in assisting with this please contact the school office for more information.

Please see website for other related [policies](#)

Supporting pupils medical conditions

Equality objectives

Intimate care

Behaviour policy

Anti bullying policy

Child protection policy and procedure