




Adopted: September 2021
Review date: September 2022

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Vision, Mission & Values

 St. Matthew's CE Primary School	
Vision	Core Values The way we do things around here
Outstanding in everything we do	We aim high - We are aspirational for our children, our school and ourselves
Mission The St. Matthew's Way	We encourage - We build people up, we recognise the value of the whole school family
High educational expectations within a caring Christian Community so our children have successful futures.	We have faith - We have the courage to take risks and try new things knowing that this is a safe place and we have faith that God has great plans for our school and the individuals in it We do all this in a culture of respect

1. Introduction

St Matthew's Church of England Primary School is an inclusive school, with a nursery, which provides for children of all abilities. We offer a differentiated curriculum which is appropriate for all.

In addition, the school has a Special Needs Support Centre (SNSC) with 16 places for Key Stage 2 (7-11 years) children on the Autistic Spectrum, all of whom have an Education, Health and Care Plan (EHCP). All of these pupils have a programme of personalised learning and are included in the full life of the school. Each pupil is a member of a mainstream class and, where appropriate for their needs, works alongside their peers for part of the school day. The SNSC offers opportunities for small group work and specialist teaching.

The school building has been adapted to ensure physical access for people with disabilities, including wheelchair users. There are adapted toilet facilities and a lift to first floor classrooms. The Governors are committed to maintaining a high level of accessibility.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children's and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014 which sets out schools' responsibilities for education, health and care (EHCP), SEND co-ordinators (SENCOs) and the SEND information report.

3. Definition of Special Educational Needs and Disability (SEND)

At St Matthew's Church of England Primary School we use the definition for SEND from the SEND Code of Practice (January 2015) which states:

Special Educational Needs and Disability (SEND): A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Disability: Many children and young people who have special educational needs 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 disability prevents or hinders the child or young person from making use of educational facilities of a kind generally provided for others of the same age.

Special Educational Provision: Special Educational Provision is provision that is “additional to, or different from” that which is normally available to pupils of the same age, which is designed to help children and young people with SEND or disabilities access the National Curriculum at school.

4. Key Roles and Responsibilities

The following have key responsibilities for SEND:

- The Local Governing Body
- Headteacher
- Special Educational Needs Co-ordinator (SENCo)
- SNSC teacher
- All other members of staff.

All teachers are teachers of children with Special Educational Needs. Teaching children with SEND is therefore a whole school responsibility.

Role of the SENCo

The SENCo is Mrs Karen Rose – Tel: 01737 762080

The SENCo's responsibilities include:

- Working with the headteacher, Senior Leadership Team and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Overseeing day-to-day responsibility for the operation of the SEND policy
- Co-ordinating specific provision for pupils with SEND
- Planning and monitoring of Individual Targeted Provision
- Keeping the SEND register up-to-date
- Ensuring that relevant background information about children is collected, recorded, updated and disseminated
- Liaising with external agencies
- Managing SEND support staff
- Providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advising on the graduated approach to providing SEND support
- Be the point of contact for external agencies, especially the local authority and its support services
- Working with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Promoting inclusion of SEND pupils in the school community

SEND Governor

The SEND Governor is The Venerable Moira Astin - Telephone 01737 762080

- Raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the headteacher, Senior Leadership Team and SENCo to determine the strategic development of the SEND policy and provision in the school.

Headteacher

- Work with the SENCo, Senior Leadership Team and SEND governor to determine the strategic development of the SEND policy and provision in the school.

- Have overall responsibility for the provision and progress of learners with SEND and/or disability.

Class teachers

- Monitor the progress and development of every pupil in their class.
- Work closely with any teaching assistants and specialist staff to plan and assess the impact of support and interventions and how they are linked to classroom teaching
- Work with the SENCo to review each pupil's progress and development and decide on any changes to provision.
- Ensure they follow this SEND policy.

5. Aims

At St Matthew's Church of England Primary School **all** pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. Our aims are:

- To provide a safe, happy and inclusive environment where each individual child's views are valued and listened to.
- To educate children in the Christian faith, nurturing individuals' awareness of spirituality, whilst respecting other faiths.
- To work together as a team towards common goals for the benefit of all children.
- To promote clear and consistent boundaries of social behaviour which foster self-esteem.
- To work together in partnership with parents and the wider community.
- To enable all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting point.
- To ensure, as far as is possible, all pupils with SEND are provided with the support they need to be able to make progress and succeed.
- To ensure that there is ambitious educational and wider outcomes for children with SEND planned together with parents/carers, the school and outside agencies, where appropriate.
- All pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.
- To ensure that all children have access to 'inclusive quality-first teaching'.
- To work within the guidance of the SEND Code of Practice, January 2015.
- To ensure a clear process for identifying, assessing, planning, providing and reviewing pupils who have Special Educational Needs and Disabilities.
- To ensure that pupils and their parents/carers are at the centre of all decision making processes.
- To provide whole school provision management of targeted and specialist support for pupils with Special Educational Needs and Disabilities.
- To provide continuing professional development for all staff working with pupils who have a Special Educational Needs and Disability.
- To ensure effective communication and co-production of policies and practice relating to pupils with Special Educational Needs and Disabilities
- To provide a whole school ethos where every teacher is a teacher of Special Educational Needs and Disability.

6. Identifying Special Educational Need and Disability

At St Matthew's Church of England Primary School children are included on the SEND register if they have a recognised learning difficulty or disability that impacts on their ability:

- to learn
- to access the curriculum
- to make progress in line with their peers and expectations for their age

In line with the SEND Code of Practice 2015, St Matthew's Church of England Primary School uses the following four categories to identify the needs of an individual child with Special Educational Needs and Disability:

- Cognition and Learning Difficulties cover a wide range of needs: Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation.
- Communication and Interaction
Children with Speech, Language and Communication Needs (SLCN) have difficulties communicating with others. They may have difficulty saying what they want to, understand what is being said to them, or they do not understand or use social rules
- Social, Mental and Emotional Health Difficulties
Children may experience a wide range of social and emotional difficulties that may manifest themselves in different ways.
- Sensory and/or Physical Needs
Children who have a disability which may require some adaptations in order to learn to their full potential.

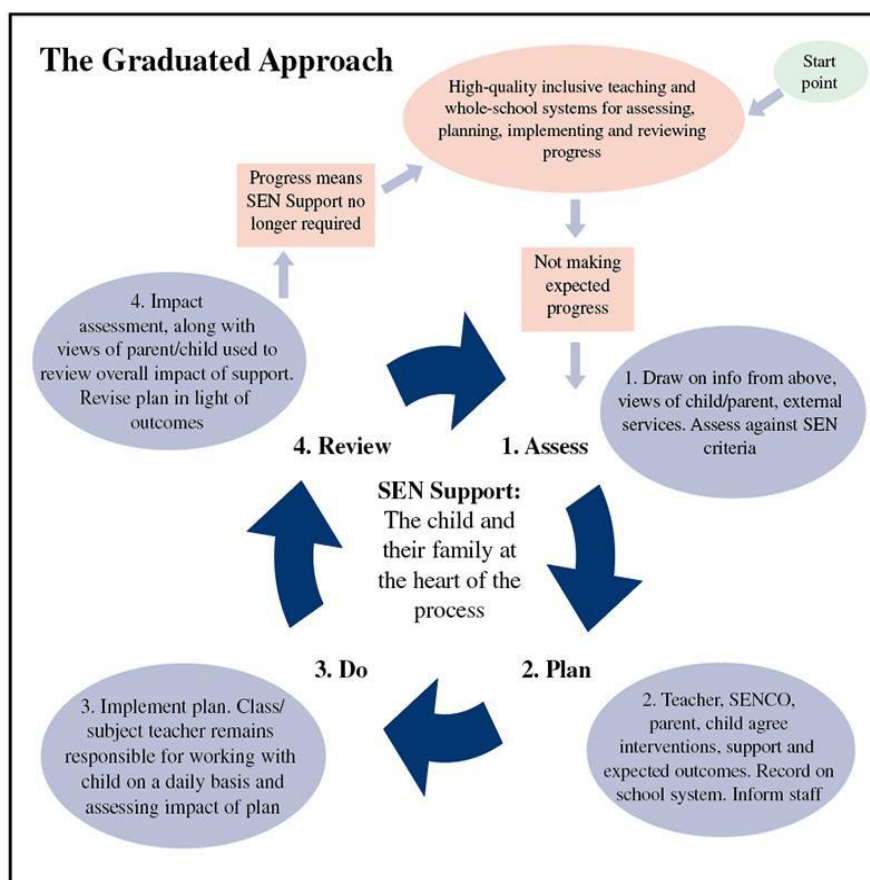
7. The Approach to Assessing SEND Support

At St Matthew's CofE Primary School all teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils have support from teaching assistants or specialist staff. All children receive high quality teaching in class as well as within any interventions. Adapting the curriculum and teaching strategies is the first step in responding to pupils who may have Special Educational Needs.

When considering whether a child has Special Educational Needs, the class teacher and SENCo consider information gathered from within the school about the pupil's progress, alongside national data and expectation of progress. Parents and pupils are involved in the process so that everyone can develop a good understanding of the pupil's strengths and difficulties, and can be part of the agreed outcomes and next steps.

Assess, Plan, Do and Review cycle (The Graduated Approach)

In determining a pupil's needs the school follows the cycle of Assess, Plan, Do and Review.



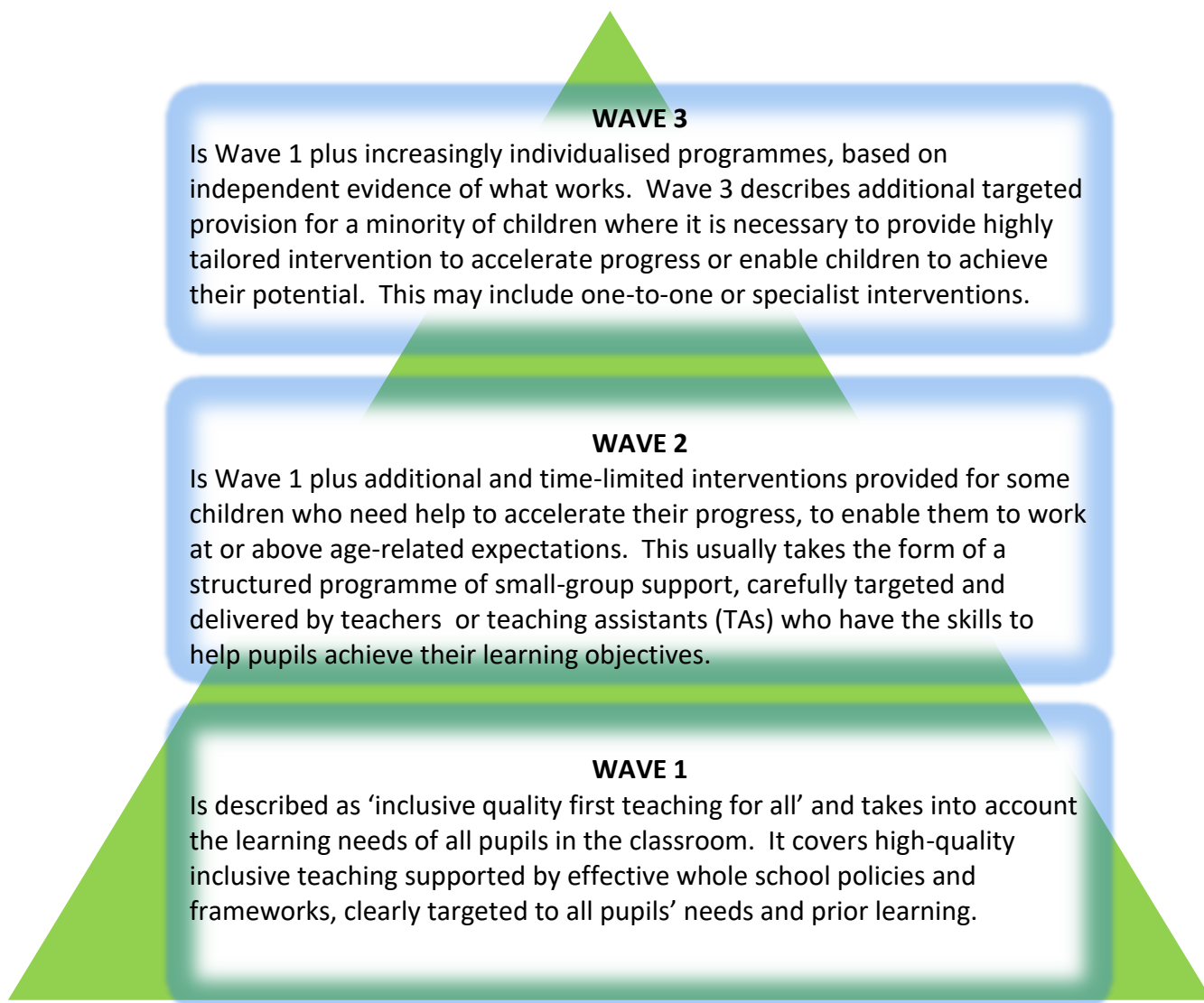
Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals.

Plan: Where SEND Support is required the teacher and SENCo will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis. They will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCo will provide support, guidance and advice for the teacher.

Review: The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCo, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support.

8. The Three Waves of Provision at St Matthew's CE Primary School



What does 'Additional Support' mean? (Wave 2)

Additional Support means individual/group interventions that are additional to or different from provision that is provided at Wave 1.

SEND Support can take many forms. This could include:

- A special learning programme for your child e.g. Reading Recovery, Numbers Count
- Extra help from a Teacher or a Teaching Assistant, for example, acting as a scribe
- Adapted learning materials and equipment

- Teacher or a Teaching Assistant working with your child in a small group for spelling, reading, writing and/or Maths
- Observation of children in lessons and eg during playtimes to identify the child's strength, challenges and next steps for support and intervention Supporting your child to take part in class activities, playtimes etc
- Class teacher led focused groups
- Access to an Emotional Literacy Support Assistant (ELSA)
- Supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting and dressing

Moving from Wave 2 to Wave 3

The outcomes and impact of all our Special Educational Needs and Disability (SEND) children are regularly reviewed, monitored and adapted as necessary.

However there are a few occasions where, despite high quality teaching and purposeful intervention (Wave 2), a small number of children may make inadequate progress given their age, starting point and particular circumstances. It may be appropriate to consider whether an Educational Health and Care Plan (EHCP) is needed (Wave 3).

9. Consulting and involving pupils and parents/carers

We will have a discussion with the pupil and their parents when identifying whether they need special educational provision. This will take place when a concern is raised by the class teacher. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

10. Supporting young people and parents/carers

- We have established relationships with professionals in education, health and social care. The school can access these resources through established referral processes and guidelines.

11. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, or other setting the pupil is moving to. This may involve highly confidential information that we have a statutory duty to share.

12. Supporting Pupils with Medical Conditions

The school has a policy for Supporting Pupils with Medical Conditions, a copy of which can be obtained from the School Office.

13. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All of our curriculum activities and school visits are available to all our pupils, including our before-and-after school clubs

- All pupils are encouraged to go on our Year 6 residential trip.
- All pupils are encouraged to take part in sports day/school plays/special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEND or disability, however, sometimes activities may have to be adapted to enable children to participate, so they may not always do exactly the same activity, but the learning outcome will be same.

14. Monitoring and evaluation of Special Educational Needs

The SEND Governor meets with the SENCo and provides written reports to the Full Governing Body, Diocesan School Improvement (DSIP) Partner and Southwark Diocese Board of Education (Multi-Academy Trust)

Special Educational Needs provision is regularly and carefully monitored and overseen by the SENCo and reviewed with the Headteacher.

At St Matthew's Church of England Primary School we continually strive to improve our evaluation and monitoring practices. The SENCo attends SENCo network meetings, local partnership groups and relevant courses to stay informed of 'best practices'.

15. Criteria for exiting the SEND Register

A child will only be removed from the SEND register following a discussion with staff and parents. Evidence would need to prove that the impact of additional provision had consistently impacted positively on the child's progress and attainment. The child would continue to be monitored by the class teacher and SENCO to ensure progress is maintained

16. Training and Development

In order to maintain and develop the quality of teaching and provision and to respond to the strategies and needs of all pupils, all staff are provided with regular training and development.

Staff attend a variety of training led by colleagues in school and also courses led by outside agencies, to develop their own skills and to impact on the children's learning.

17. Storing and Managing Information

All data on children, whether electronic or paper, including Reports and Assessments from external agencies, for example, Speech and Language Reports, Educational Psychologist Reports, are stored securely in accordance with the school's confidentiality and safeguarding procedures and General Data Protection Regulation (May 2018).

18. Comments, compliments and complaints

Any complaints arising under this policy should be addressed in the first instance to the SENCo and if a satisfactory outcome is not reached then to contact the Headteacher. If a concern cannot be satisfactorily concluded by the SENCo and Headteacher then the school has a Complaints Policy which is available on the school website .

19. Access to Special Educational Needs and Disability policy

A copy of this policy is on the website and available from the school office.

20. Context

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following related guidance and documents:

- Equality Act 2010
- Schools SEND information Report Regulations (2014)
- SEND Code of Practice 0-25 (January 2015)
- Statutory guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England key stage 1 and 2 framework document September 2014
- Teachers Standards 2013

21. This policy links with other school policies