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St Mary's

Church of England Primary School

Policy to promote the successful inclusion of pupils with Special Educational Needs and Disabilities

I. Aims and Objectives

St Mary's School strives for all children, in keeping with the Mission Statement Aims and Values and the Every Child Matters agenda, to maximize their life chances and participate as active citizens in society by experiencing a positive learning environment that:

- Has high expectations of everyone
- Values their differences
- Offers respect and dignity
- Is challenging but supportive
- Is broad and balanced

We aim to achieve this by helping children overcome barriers to learning and enabling every child to participate fully in the curriculum.

Pupils have Special Educational Needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- A child and young person has SEN if they have learning difficulty or disability which calls for special educational provision to be made.
- A child of compulsory school age or a young person has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has 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.

Children will not be regarded as having a learning difficulty solely because the language spoken at home is different from the language in which they are being taught.

The specific objectives of our SEN policy are as follows:

- To identify pupils with special educational needs and disabilities and ensure that their needs are met
- To identify the roles and responsibilities of staff in providing for children with special educational needs

- To ensure that children with special educational needs and disabilities join in with all the activities of the school, as far as is reasonably possible
- To ensure all learners make the best possible personal progress
- To ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school
- To work in partnership with parents in supporting their child's education to ensure that children have a voice, express their views and are fully involved in decisions which affect their education
- To promote effective partnership and involve outside agencies when appropriate
- To help every child realize their full potential and optimize their self esteem.

2. Monitoring

The success of the school's SEN and Disability policy will be judged against the aims set out above. The Governing body, together with the Senior Leadership Team, will ensure successful implementation of the policy and effectiveness of provision against the following criteria

- That all children are meeting their potential, as far as is reasonably possible
- That class teachers feel supported by the SEN provision.
- The provision of a whole school positive learning environment.

The range of support made in the school each year in response to identified need is detailed in the Provision Map.

The Role of the Governors

The Governing Body will have regard to the SEND Code of Practice and should oversee the implementation of any reforms and provide strategic support to the head teacher.

Key governors, including the nominated SEN Governor will monitor SEN provision through the Standards and Curriculum and Pupil Welfare Committee, which meets termly with the Head and the two Deputy Heads (one of which is the Inclusion Leader). In these discussions, attainment and progress of key groups, including pupils with SEN will be presented.

The Inclusion Leader will meet with the SEN Governor at least twice a year to have more in-depth discussion and also to discuss any reforms to practice.

The Head teacher will report back termly to the full Governing Body in accordance with the Committee procedures. Confidentiality will be maintained and only issues of principle and procedure will be discussed.

3. Responsibilities

The Inclusion Leader for the school is Maria Constantinou, who is also one of the Deputy Heads of the school. Mrs Constantinou also holds a Post Graduate Certificate in Special Educational Coordination.

Children with special educational needs will be taught in the classroom alongside their peers and may receive help from support staff and/or have additional/different learning materials or programmes. Where necessary, to maximize learning, children may work in small groups or in a one-to-one situation outside the classroom.

The Inclusion Leader's responsibilities include:

- Membership of the leadership team
- Organization and management of SEN infrastructure
- Coordination of provision for children with SEN
- Management of teaching assistants supporting children with SEN

- Positive promotion of the school's policy for SEN and disability
- Supporting whole school and individual behaviour management
- Working collaboratively with pupils, parents, staff and Governors to ensure the most appropriate interventions and outcomes for those children identified as having special needs
- Advising on a graduated response of assess, plan, do, review and organising opportunities for parents to become involved in this process where possible.
- Overseeing and updating the records and monitoring the progress of all children on the register
- Liaison with and referral to external agencies, including the LA's support and educational psychology services, health and social services and voluntary bodies
- Overseeing the management of children with medical conditions
- Contribution to the professional development of staff
- Acting as a designated teacher where a Looked after Child has SEN;
- Liaising with staff from other school, where children have come from/are going to.
- Organization and monitoring of resources including the use of the delegated budget
- Producing and publishing the school's SEN offer which sets out information about the school's SEN policy and its implementation.

4. Allocation of Resources

The Head Teacher and Inclusion Leader are responsible for the operational management of the staffing for special needs provision within the school, including provision for children with a Statement of Special Education Needs. From September 2014, Statements will be replaced by Education Health Care plans. Information regarding 'high needs' funding for children with an Education Health Care Plan (EHCPs) will be shared with the Governing body through the Finance Committee.

5. Accessibility

The main building and the junior block have wheelchair access and there is a toilet facility for disabled pupils and staff in the junior block. Site modifications, if necessary, will be made if possible. The Governors will endeavour wherever possible to ensure that all new building complies with Disability Access requirements.

6. Identification and Assessment of special educational needs

The school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the Code of Practice 2014. A range of evidence is collected through the school assessment and monitoring arrangements. If this suggests that the learner is not making the expected progress, the class teacher will consult with the Inclusion Leader in order to decide whether additional and/or different provision is necessary

A range of more specific tests may be used by the Inclusion Leader or support staff to identify difficulties with specific children. There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different actions. Pupils who have disabilities but no special educational needs will be recorded on the school's additional educational needs register.

There are four key areas of Special Educational Needs

1. Cognition and Learning – e.g. specific learning difficulties such as dyslexia and dyscalculia.
2. Communication and Interaction – e.g. speech and language needs and Autism
3. Sensory and Physical – e.g. physical disability, visual and hearing impairment
4. Social, Emotional and Mental Health - e.g. attachment difficulties, behavioural needs

Single SEN category

From September 2014, the term 'SEN support' replaces School Action / School Action Plus. It is the category of support for children with SEN but not on EHC plans.

- It focuses the system on the impact of the support provided to that individual child, rather than how children access support according to the category they fit into.
- It places emphasises on a graduated approach (assess, plan, do and review).
- The aim is to improve the experience and outcomes of school for all pupils ensuring high quality teaching and learning.

Provision/action that is additional to, or different from, that available to all as part of the school's usual differentiated curriculum may be recorded as part of the school's provision mapping systems.

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. These professionals will be invited to contribute to the monitoring and review of progress.

Pupils and parents will be invited to be fully involved and kept informed about the involvement of external agencies and proposed interventions.

The school will work closely with parents, in line with the 2014 SEN Code of Practice on a graduated approach of 'assess, plan, do review', whereby discussions will be had regarding on-going planning, progress reporting and decision making. Parents of children requiring 'SEN Support' will be invited to meet with Mrs Constantinou and the class teacher 2 -3 times a year to discuss the child's progress and provision.

Statutory Assessment

Should progress, following 'SEN Support', continue to cause serious concerns, the Inclusion Leader will, following discussion, gather advice from teachers, parents/carers, advisory teachers, the educational psychologist and any other agencies as appropriate and request the Local Authority to carry out a Statutory Assessment under Section 323, Education Act 1996. Statutory Assessment will only take place if a child's needs cannot continue to be met with the resources available to the school.

Statutory Assessment however does not always to lead to an Education Health Care Plan.

Education Health Care Plan

From September 2014, a Statement of Special Educational Needs will be referred to as an Education Health Care Plan and will continue to specify the provision necessary to meet the needs of the child.

Progress will be reviewed annually, in accordance with the LA's procedures. If a pupil makes sufficient progress an EHCP may be discontinued by the Education Authority. When pupils with an EHCP are due to transfer to Secondary School, planning for this will be started in the year prior to the year of transfer. Advanced planning for pupils in Year 5 will allow appropriate options to be considered. The Inclusion Leader will liaise with the Inclusion Leader of the secondary school (or indeed other schools) concerned to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Parents and Identification of SEN

In addition to teachers identifying children in the normal course of their work, parents are invited to express their concerns to the Class Teacher or Inclusion Leader who will arrange, if necessary, for in school assessment.

Parents are able to monitor their child's progress through the regular termly consultation meetings, annual reports and any other meetings requested by the class teachers, support teachers, Head, Inclusion Leader or parents. Parents are also encouraged to participate as fully as possible in supporting their child's learning needs and request additional meetings with relevant staff in order to make this possible.

7. Staff Development

- The Senior Leadership Team takes responsibility for prioritising the training needs of staff.
- The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development.
- Particular support will be given to NQTs and other new members of staff.
- In keeping with the Code of Practice, the whole staff work as a team to meet SEN within the school.
- In-service training is provided in school by the Inclusion Leader, through courses run by the LA or the Health Authority (such as the Speech and Language Service) to ensure familiarity with procedures and teaching and learning strategies relevant to groups or individual children.
- The Inclusion Leader is supported by LA training, as well as advice from LA Advisory Teachers, the EP and appropriate Health Professionals.

8. Parent Partnership

On request, the school will provide information about the Parent Partnership Service to all parents of children with special educational needs. Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice.

9. Complaints

Class teachers will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Should any parent have cause for complaint regarding SEN provision for their children the following procedure should be followed.

- i. Discuss their concerns with the Class Teacher.
- ii. Discuss their concern with the Inclusion Leader and Head teacher.
- iii. Attend a meeting convened by the Head teacher attended by the above personnel. In addition, the Educational Psychologist or an LA Advisory Teacher may be invited, if appropriate.
- iv. Attend a meeting with the above personnel and a nominated Governor.

It is intended that resolution will be found at any of the stages, and that concerns will mainly be resolved at stages (i) & (ii), be minuted, and any resolutions also recorded. Following either stage (iii) or (iv) meetings the Head and Inclusion Leader will monitor resolutions and meet with parents at an agreed date to review the effectiveness of provision. Should resolution not be reached, following the above, the school complaints procedure may be followed. This can be accessed through the school office.

10. External support services

These services play an important part in helping the school identify, assess and make provision for pupils with special educational needs.

- The school has regular liaison with and can request assessment and advice from the Educational psychologist.

- In addition the school may seek advice from the Local Authority's specialist advisory teaching services for children with sensory impairment, physical difficulties, speech and language difficulties or emotional and behavioural difficulties.
- The Speech and Language Therapist assesses and monitors the progress of children with significant speech and language difficulties.
- School may also seek advice and support from other agencies, such as the Primary Project, CAMHS (Child and Adolescent Mental Health Service), Occupational Therapy, Physiotherapy, Paediatricians, The CAF team or Social Services (Multi-Agency Safeguarding Hub – MASH). A child's class teacher will work closely with parents at all stages.
- Multi-agency liaison meetings, with representation from, for instance, Social Services, Health and the Educational Psychology Service are held when necessary to ensure effective collaboration in identifying and making provision for vulnerable pupils.
- The school has access to the Education Welfare Officer.

Signed: _____

M Constantinou –

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