



St Mary's C of E School
LEARNING WITH HOPE

SEND Policy



An Baya

TOGETHER WE CAN MAKE A DIFFERENCE

Approved by

Hilary Tyreman

Head teacher

Jeff Davis

Chair of

Governors

Date: September 2023

Approved: September 2023

Next Review: November 2024

Governors' Mission statement

At An Baya Primary Schools our mission is to educate all children spiritually, intellectually, socially, morally, aesthetically and physically to be able to make a difference by following the example of Jesus in the gospels living out 'life in its fullness.'

Penzance may be an area of social and economic deprivation, but it is also full of natural beauty, creativity and innovation.

An Baya schools embrace these riches to inspire children in learning environments that allows everyone to achieve their God-given potential.

Our Federation vision of "together we can make a difference" ensures that everyone is supported to overcome any challenges as we follow the example of Jesus in the gospels

Our **strapline** of "Learning with Hope" guarantees our school is full of aspiration and hope for the future so that we can all flourish and live "life in all its fullness." *John 10:10*

'Together we can make a difference' ensures that our school is fully inclusive and that we work together with parents, carers and outside agencies to reduce potential barriers and to secure the best opportunities for all children.'

The school aims to achieve this by:

- **Educating for Wisdom, Knowledge and Skills** by following a broad and balanced curriculum that stimulates a sense of curiosity and excitement about the world whilst developing the full potential of all children.
- **Educating for Hope and Aspiration** by providing a safe, nurturing and caring environment where all children can take risks, build resilience, flourish and demonstrate courageous advocacy in action.
- **Educating for Community and Living well together** by building positive relationships with our local, national and international communities and for the schools to be hubs of learning in the community, making a positive difference to children and their families.
- **Educating for Dignity and Respect** by promoting perseverance, generosity, and courage so that children leave our schools equipped with the character virtues to make a difference.

We are fully inclusive in our approach and firmly believe that it is vital for all children in our care to meet their full potential. Our aim is that every child thoroughly enjoys their school experiences and participates in school life fully with enthusiasm for learning, achieving, making expected progress whilst continuing to grow as individuals. This is achieved through quality first teaching, the calm nurturing environment and through the clear and consistent approach.

We are sensitive to the varied individual needs of pupils and we use a flexible, graduated approach to support specific needs and differing abilities. We promote collaboration between school,

parents and other agencies in order to meet individual needs alongside promoting independent skills and support children to take the next steps in their learning journey.

We promote independent skills and support pupils to take the next steps in their learning journey.

Aims of SEND policy

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)

- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

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 and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty/difference or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- 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

- A neurological difference that requires additional support to access the curriculum and social situations.

- Social/Emotional and Mental Health needs that have an impact on learning and interaction.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

The SENDCO

The SENDCO is Jenna Stobbs

The Inclusion Coordinator is Polly Taylor

Contact: jstobbs@st-marys-ce-pz.cornwall.sch.uk ptaylor@st-marys-ce-pz.cornwall.sch.uk

The SENDCO/Inclusion coordinator will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality first teaching
- Advise on the graduated approach to providing SEN support
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work 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
- Ensure the school keeps the records of all pupils with SEND up to date
- Liaising with parents/care givers of pupils with SEND
- Holding Annual EHCP review meetings
- Oversee the provision of SEND in the pre-school setting in line with a 'whole school' view, following similar procedures that the main school adhere to.
- Early Years SEND provision is the responsibility of Mrs. Stobbs and Miss Taylor who work collaboratively with the pre-school leader, pre-school staff, the Early Years Inclusion Service (EYIS) and the Early Years Area SENDCO and other Early Years outside agencies as required.

The SEND governor

The SEND governor (Mrs. Gittins) will:

- Help to 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 and SENDCO to determine the strategic development of the SEND policy and provision in the school

The headteacher

The headteacher will:

- Contribute to and work with the 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 a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEND policy

SEND information report

The kinds of SEND that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example – Neurological conditions, ACES – Adverse Childhood experiences, Anxiety/depression
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Subject Leaders

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- Utilising the Graduated Response – School's criteria

This may include progress in areas other than attainment, for example, social/emotional/environmental/safeguarding needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Utilising a 'Child Centered' approach everyone develops a good understanding of the pupil's areas of strength and difficulty

- We actively seek out and consider the parents' concerns/views.
- We actively see out and consider the child's views
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.
- All parents/carers must be informed and in agreement for their child to be registered on the Gradual Response to Individual Needs at SEN Support.

Notes of these early discussions will be added to the pupil's record and given to their parents.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

At St Mary's all teachers are responsible and accountable for the progress and development of all pupils in their class including; where pupils access support from specialist staff and teaching assistants. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND. 'Quality First' teaching is a priority of the school. It is regularly and rigorously monitored and there is a focus on continual improvement of the teaching of all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. (See SEND Code of Practice).

Close liaison is maintained with all members of staff by the SENDCO to ensure that pupils are only identified as having SEND if they do not make adequate progress once they have had appropriate interventions/adjustments and good quality personalised teaching.

Details of the provision on offer at St Mary's can be found in the School Offer in the SEND section of the School's Website and on the Family Information Service, Cornwall Website.

Levels of Need

St Mary's School's the Graduated Response consists of three levels as follows:

On-Alert.

This refers to pupils who may, for some reason, have fallen behind and require some additional input to catch-up. A pupil in this category may have one of more of the following indicators:

- Be at risk of not meeting their targets
- Currently working at a standard below National expectations and their targets will not bring them above this level
- New entrants to the school whose needs are still being assessed
- Currently have barriers to their learning e.g.
 - Their current behaviour is disruptive
 - There are attendance/lateness issues
 - Concerns over their attainment compared to peers

- The family is currently experiencing challenges
- They have EAL (English as an Additional Language) which is a barrier to learning.

Pupils at this level of need DO NOT form part of the School's Graduated Response to Individual Needs (GRIN) and, in line with the Code of Practice, the School ensures that everything is done at an early a stage as possible to avoid the need for SEND Support. However, if after a period of time, an individual does not catch-up, it is at this point that consideration will be given as to whether they need SEND support.

For pupils who have Social, emotional, mental health/safeguarding needs, this is recorded in the GREW (Graduated Response to Emotional Well-being). Pupils may appear on the GRIN and the GREW as needs often overlap.

SEN Support

Pupils are placed on the GRIN at this level after assessment and consultation between the SENDCO, Class Teacher and parents, when it is established that they have a significant learning difficulty and need provision that is **additional and different**.

At this point, parents/carers will be informed of the decision and the school will continue to work in partnership with them, listening to their views and those of the pupil, and involving them proactively in planning and decision making. This will take the form of a termly 'Assess- Plan-Do -Review Cycle.'

Assess

- Teacher's high quality, accurate formative assessment and experience of child
- Pupil progress, attainment and behaviour
- Development & attainment in comparison to peers
- Views and experiences of parents
- The child's own views
- If relevant, assessments, views of and advice from external services.

Plan

A plan will be drawn up by SENDCO/Inclusion Coordinator & class teacher in consultation with parents and child. It will include:

- The outcomes agreed for the next half term
- The support and interventions to be put in place
- The expected impact on progress, development or behaviour
- A clear date for review
- The plan will be recorded on the pupil's Individual Provision Map.
- A copy will be given to the parents and the child.

Do

- The class teacher remains responsible for working with the child on a daily basis and works closely with TAs or specialist staff to plan and assess the impact of the interventions.

- The SENDCO/ other professional agencies support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.

Review

- Parents will be invited to attend, at least termly review meetings with the SENDCO and the IC. The child's views are also sought. This will monitor/ review the effectiveness of the support and the impact on the child's progress.
- A new the plan will then be drawn up and added to the ongoing Pupil Individual Planning overview.

The class or subject teacher will work with the SENDCO/Inclusion Coordinator to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment/attitudes/barriers to learning
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers, local and national data
- The views and experience of parents
- The pupil's own views
- Pupils' individual circumstances/ACES (Adverse childhood experiences)
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, or other setting the pupil is moving to. Additional transition meeting for pupils/parents are robust.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing

- Using additional resources to meet individual need and learning styles e.g. concrete, abstract, physical, auditory and aural.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Resources that promote independent learning
- Interactive displays

Safeguarding statement

Children with Special Education Needs are recognised as vulnerable children. Children with SEND need to feel safe at school and beyond. Therefore, it is a priority that we ensure that we are additionally vigilant to ensure that potential safeguarding needs are being met and that our robust and well-established safeguarding procedures are adhered to.

Additional consideration must be given in terms of the pupil's individual needs - explaining/reassuring and promoting the child's safety working with the child/parents/carers (as appropriate) and services and following guidelines (Keeping Children safe in Education 2022 updated version).

Training and Resources

- All professional development needs are identified through the school's appraisal system and self-evaluation and feed into the School Development/Improvement Plan as required.
- The head teacher oversees the professional development of all teaching staff and teaching assistant occurs during whole school training days and by attending courses.
- Colleagues attending courses are expected to disseminate and share relevant knowledge with other staff within the school.
- Newly appointed teaching and support staff undertake an induction meeting with the SENDCO who will explain systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The SENDCO/Inclusion Coordinator regularly attends SEND network meetings in order to keep up to date with local and national developments in SEND and also supports the LA through involvement in work strands to address ongoing developments in SEND Reforms.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after a period of weeks, including an interim review
- Using pupil/ parent questionnaires/feedback
- Monitoring/observations by the SENDCO/Inclusion Coordinator
- Holding annual reviews for pupils with EHC plans/ PIP meetings
- Regular Pupil individual Planning/ SEND meetings with class teachers and parents
-

Working with other agencies

The school has a bank of services that we use and signpost parents to. These include:

- Education Psychologists
- Early Help HUB – various services
- School Nurse/Health visitors
- O.T/ ENT/Health professionals
- CAMHS/BLOOM
- Family Support Workers
- Cognition and Learning Team
- ASD Team
- HeadStart Kernow
- Social Care

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher/SEND/CO/head teacher in the first instance. They will then be referred to the school's complaints policy.

More information can be found on the school website

GDPR

SEND records held electronically are uploaded to 'myconcern' SEND Section. This is a password protected reporting/information sharing system. Paper copies of SEND information is kept in a secure filing cabinet in individual files. Copies of paperwork stored elsewhere is held in a file that is away from the reach of children and visitors.

The local authority local offer

Our contribution to the local offer is on Cornwall County Website Family Information Service (FIS)

Monitoring arrangements

This policy will be reviewed by the Headteacher/SEND/CO/Inclusion Coordinator **every year**. The policy is ratified by the governing body and shared with all school staff. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This policy links to:

- Accessibility plan
- Behaviour for Learning
- Supporting pupils with medical conditions
- Safeguarding
- Mental Health and Well-Being
- Keeping Children Safe in Education (2023)
- SEND Code of Practice (2014)

