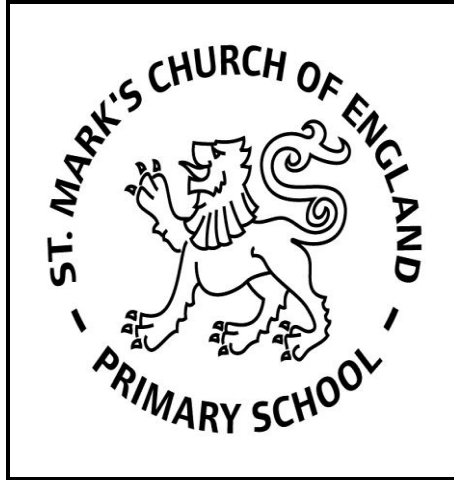
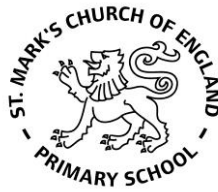


# SEND Policy



**“Every Child,  
Every Chance,  
Every Day”**



**Every Child, Every Chance, Every Day**

## **St Marks CE Primary School** **Policy for SEND**

This policy has been reviewed and updated in line with the new **Special Educational Needs Code of Practice 2014**.

A child or young person has special educational needs if he or she has learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

*Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014*

Our school provides a broad and balanced curriculum for all children. The new National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning and are thus described as having "special educational needs" that require particular action by the school.

This policy ensures that curriculum planning and assessment for children with special educational needs takes into account the type and extent of the difficulty experienced by the child in order that all children reach their educational potential.

This policy accepts the definition of SEN as set out in the SEN Code of Practice. It reflects the new approach to and arrangements for SEN outlined in the Children and Families Act 2014.

We believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We will use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that which is provided within the differentiated curriculum to better respond to the four areas of need identified in the new **Code of Practice. (September 2014)**.

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

### **Aims and Objectives**

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities. Where the Headteacher or the appropriate Governor has been informed that a child has SEND, those needs will be made known to all who are likely to teach them.

All staff and governors in the school are aware of the importance of identifying and providing for children who have SEND.

The aims of this policy are:

- to help promote an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that all children make the maximum progress in the key areas of Reading, Writing and Maths.
- to ensure that parents are able to play their part in supporting their child's education and independence and are fully involved in any decisions;
- to ensure that our children have a voice in this process.

All staff will ensure children with SEND can join in the activities of the school together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources

### **Responsible Persons**

**In our school the SENCO is: Sarah Bearfoot. She can be contacted on 02072725967 or via email: [sarah.bearfoot@st-marks.islington.sch.uk](mailto:sarah.bearfoot@st-marks.islington.sch.uk)**

### **The Role of the SENCO (Special Educational Needs Coordinator).**

In our school the **SENCO**:

- manages the day-to-day operation of the policy.
- co-ordinates the strategic provision for children with SEND.
- supports and advises colleagues on SEND and inclusion issues.

- oversees the records of all children with SEND.
- acts as the link with parents;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the SEND provision and reports to the Governing Body and the Leadership Team.
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- contributes to the professional development of all staff.

### **Admission and Inclusion**

All the teachers in the school are teachers of children with Special Educational Needs. As such St Mark's adopts a 'whole school approach' to SEND that involves all staff adhering to a model of good practice, based on a Quality First Teaching model. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is given a high priority in this policy, in line with the policies of Islington Local Authority.

All children with SEND are afforded the same rights as other children in terms of their admission to school.

### **Access to the Curriculum**

The Curriculum will be made available for all pupils, including those with SEND. Where pupils have SEND the school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support, as outlined in the Local Offer.

Our school will make provision for pupils with SEND to match the nature of their individual needs and the class teacher and SENCO will keep regular records of the pupils' SEND, the action taken and the outcomes.

There will be flexible grouping of pupils so that learning needs may be met in individual, small grouping or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEND.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

### **Providing the graduated response: SEN Support**

The school offers a differentiated curriculum. When a pupil struggles to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school follows an 'Assess, Plan, Do, Review' approach. Assessments will allow the child to show what they know, understand and can do, as well as to identify any learning difficulties. Following assessment, if appropriate we will put a plan in place. This may be an individual SEN Plan or a plan to provide short term intervention.

#### Classroom organisation and management

- In-class support by teacher
- Small group work/intervention
- Home/school learning
- Behaviour support
- Use of specialist equipment
- Alternative teaching strategies

The plans will be outcome focused and reviewed termly.

The resources deployed to help the child achieve the agreed outcomes will be captured in an Individual SEN Plan. Parents and children will be involved in developing and reviewing the plan.

Identification, assessment, planning, intervention and review of children with SEND will be undertaken by all staff, with advice and support from the SENCO where needed. Appropriate records will be maintained, including continuous assessment, standardised tests, and Key Stage attainment tests.

Additionally, the progress of any child receiving exceptional needs funding, or with an Education Health Care Plans (EHCP) will be reviewed annually.

The SEND code of Practice 2014 expectations are as follows:

- *Teachers should set high expectations for every pupil.*
- *They have an obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious in responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils.*
- *Teachers should take account of their duties under equal opportunities legislation that covers disability, ethnicity, gender, sexual identity, gender identity, and religion or belief.*

- *A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving.*
- *In many cases, such planning will mean that these pupils will be able to study the full National Curriculum. The SEN Code of Practice will include advice on approaches to identification of need which can support this.*
- *A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice will outline what needs to be done for them.*
- *Many disabled pupils have little need for additional resources beyond the aids which they use as part of their daily life.*
- *Teachers must plan lessons so that these pupils can study every National Curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.*
- *Teachers must also take account of the needs of pupils whose first language is not English.*
- *Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.*
- *The ability of pupils for whom English is an additional language to take part in the National Curriculum may be in advance of their communication skills in English.*
- *Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.*

### **Parent/Child Participation**

Our school will actively seek the involvement of parents in the education of their children through home learning and regular meetings. It is recognised that it is particularly important with pupils who have SEN where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. We will always discuss with parents before we seek support from an external agency.

Our school will work to ensure that children are fully aware of their own needs and the targets in their Plans. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

Parents of children with SEN Plans will meet termly with their class teacher and SENCO to review/set outcomes and goals.

### **Multi-agency working**

Regular liaison is maintained with the following external agencies:

Speech and Language Therapy  
Outreach Support Services  
Educational Psychologist  
Child Adolescent Mental Health Service  
Health Service (school nurse, dietician, therapists)  
Families First (family support workers)  
Children's Social Care

### **Evaluating Success**

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the outcomes outlined in individual SEN Plans. In addition, evidence will be gathered regarding:

- Staff awareness of individual need
- Academic progress of pupils with SEN
- Improved behaviour of the children, where this is appropriate
- Pupil attendance
- Consultation with parents
- Children's awareness of their targets and achievements

All staff undergo appraisal and performance management regarding their effectiveness in supporting children's learning.

The Governing Body:

- has due regard to the **SEN Code of Practice 2014** when carrying out its duties toward all pupils with special educational needs.
- reports annually to parents on the success of the school's policy for children with special educational needs.
- has identified a governor to have specific oversight of the school's provision for pupils with SEND.

Reviewed and ratified by Governing body	Summer Term 2018		
Next Revision (Please highlight as appropriate)	<b>Annual</b>	Biennial	Tri-annual
To be reviewed	Summer Term 2019		

