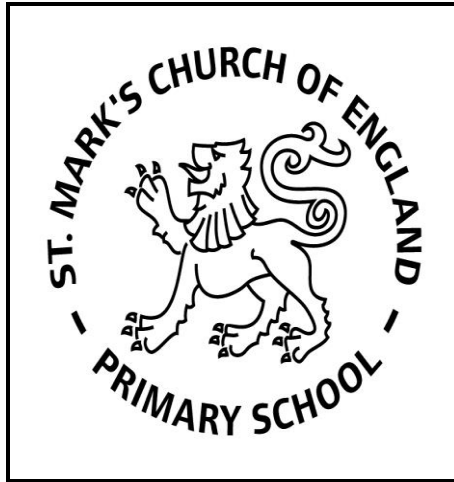
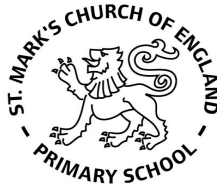


# SEND Policy



'Thy Word is a Lamp to my Feet  
and a Light to my Path'  
Psalm 119 v 105

"Every Child, Every Chance, Every Day"



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

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

Governors and staff are committed to delivering the very best for our children. Our Vision is fundamental to our role as a Church of England School with its roots coming from the original blessing and verse presented to our school on its official opening in 1955.

***Thy word is a lamp to my feet and a light to my path.***

***Psalm 119 Vs 105***

***The following five components describe the desired outcomes we offer through it.***

- *Together, we will prepare you for life and learning*
- *Together, we will teach you to live within the values of God's word*
- *Together, we will safely lead you on your journey*
- *Together, we will guide you to a fulfilling future*
- *Together, we will forever help you to grow in confidence*

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, emotional and mental health (SEMH)
- 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;  
*Together, we will safely lead you on your journey*
- to ensure that the special educational needs of children are identified, assessed and provided for;  
*Together, we will prepare you for life and learning*
- 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;

*Together, we will guide you to a fulfilling future*

- to ensure that all children make the maximum progress in the key areas of Reading, Writing and Maths.

*Together, we will prepare you for life and learning*

- 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.

*Together, we will forever help you to grow in confidence*

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.

**The Local Authority have advised that there are 10 features of meeting SEND effectively.**

St Mark's endeavours to meet them to provide for our children with SEND.

They are as follows:

1. Understanding SEND
2. Effective Identification and assessment
3. Access to the curriculum
4. Provision matched to need
5. Effective approaches to teaching and learning
6. Effective integrated working
7. Progress is captured, tracked and evaluated
8. Provision is effectively managed
9. Co-operation with parents
10. Full involvement of the child

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 for children on SEN Support and those needing or with an EHCP.**

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 for children SEND**

This may include:

- In-class support by teacher or Teaching Assistant
- 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.

If a child has severe and/or complex needs then a Statutory Assessment Request can be made which may lead to the child having an assessment towards an EHCP. (Education, Health and Care Plan).

If a child's needs cannot be met over a period of time by the school or the Local Offer, Statutory Assessment may also be requested by the school and/or the parent(s).

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 EHCPs (Educational, Health & Care Plans) will meet termly with their class teacher and SENCO to review/set outcomes and goals. The child's EHCP will be reviewed on a yearly basis.

### **Islington SEN 'Local Offer' and Multi-agency working**

Information about Islington SEN 'Local Offer' can be found at:  
<https://www.islington.gov.uk/children-and-families/send-local-offer>

Regular liaison and planning for SEN is maintained with the following external agencies:  
Speech and Language Therapy  
Outreach Support Services – The Bridge School/Samuel Rhodes School/New River College  
Educational Psychology Service  
Child Adolescent Mental Health Service (CAMHS) including Early Help.  
Health Service (school nurse, dietician, therapists)  
Families First (family support workers) including Bright Start  
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 for children on SEN Support and children with an EHCP.

In addition, evidence will be gathered regarding:

- Staff awareness of individual need
- Academic progress of pupils with SEN
- Improved social, emotional and mental health (SEMH) of the children, where this is appropriate
- Pupil attendance
- Consultation with parents
- Children's awareness of their targets and achievements (for older children)

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	Autumn Term 2022		
Next Revision (Please highlight as appropriate)	<b>Annual</b>	Biennial	Tri-annual
To be reviewed	Autumn Term 2023		