

**Additional Needs  
(Special Educational Needs and Disability)  
Policy  
St Mary's School**

September 2016

## **St Mary's School**

<b>Contact names</b>	
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**KEY FACTS:**

- ▶ **All teachers are responsible for the learning of children with SEND**
- ▶

## **1 Purpose**

- 1.1. The purpose of this policy is to ensure due regard is given to the SEND Code of Practice 0-25, 2014 (which relates directly to the Children and Families Act, 2014 and associated regulations); the Equality Act, 2010 and the statutory guidance of Working Together to Safeguard Children, 2013; Supporting Children at School with Medical Conditions, 2013 and Reasonable Adjustments for Disabled Children, 2012
- 1.2. It is a statement of the aims, principles and strategies for the identification and management of children with special educational needs and disabilities at St Mary's school. It is intended to provide a consistent framework and ensure all children have their needs met and allow them to work towards their full potential.

## **2 Applicability**

- 2.1 This Policy is for staff and parents of children at St Mary's school
- 2.2 Admission of a child with special educational needs and/or disabilities (SEND) is at the discretion of the head teacher and may be reviewed after six months. The head teacher will discuss the needs of the individual child with the school's head of learning support. If the child meets entry requirements and the school is able to meet their needs, then the child may be accepted. No child will be refused a place in the school based solely on their SEND support requirements.

## **3 Definitions and Scope**

- 3.1. *A child of compulsory school age or a young person has a learning difficulty or disability, if he or she:*
  - a) *Has a significantly greater difficulty in learning to the majority of others of the same age or*

*b) Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

*A child under compulsory school age has special educational needs if he or she is likely to fall within this definition when they reach compulsory school age or would do so if special educational provision was not made for them (section 20 Children and Families Act 2014) (SEND COP 0-25, 2014, p.4)*

3.3 SEND can be categorised into:

Cognitive and learning difficulties;

Social, emotional and mental health difficulties

Communication and interaction difficulties;

Physical and sensory impairment;

*'children must not be regarded as having a learning difficulty solely due to the language or form of language of their home being different from the language in which they will be taught.'*

*'slow progress and low attainment do not necessarily mean that a child or young person has SEN, but may be an indicator.'*

*'Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability'*

(SEND COP 0-25, 2014, 6.20)

3.4 'A person (P) has a disability if –

*a) P has a physical or mental impairment, and*

*b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.'*

Equality Act 2010, 1.6)

## 4 Policy

### 4.1. Principles

We are committed to providing equal access for all children to the broad and balanced curriculum to which they are entitled. We welcome children with special educational needs and disabilities as part of our community if the school is able to meet their needs. (see Admissions policy). We recognise that we must consider the individual needs of all children when planning our curriculum and we aim to provide a curriculum which is accessible to the individual needs of our children. To achieve this commitment:

4.1.1. We aim to employ the best practice and focus on the outcomes for children with SEN when devising support for them, paying due attention to their overall development and progress; *'by revisiting, refining and revising, a graduated approach is used to secure good outcomes'* (SEND 0-25, 2014, 6.44)

- 4.1.2. We recognise a continuum of learning need: any child may experience and additional need at any stage of their education. Our aim is to raise the expectations and achievements of all children.
- 4.1.3. We recognise the importance of early identification and assessment of children with additional needs. We aim to address additional needs as soon as concerns are raised so that learning experiences are appropriate to children's current needs and future difficulties are minimised. We seek to develop practices and procedures that are designed to ensure that all children's additional needs are identified and assessed with the curriculum being planned to meet their needs. We recognise that good practice can help prevent some additional needs arising at all and can minimise others.
- 4.1.4. We recognise that responsibility for additional needs is a whole-school issue and lies primarily with the teachers supported by the Head of Learning Support and the Senior Management team. We aim to equip all staff to effectively meet a wide range of children's needs. Lessons provide differentiated activities and access strategies to meet these needs.

*'High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEN. Additional intervention and support cannot compensate for lack of good teaching.'* (SEND COP 0-25, 2014, 6.37)

A teacher at St Mary's must have *'a clear understanding of the needs of all children, including those with special educational needs'*  
this will enable them to  
*'use and evaluate distinctive teaching approaches to engage and support them'*  
(Teachers standards, 2012, para 5:4)

- 4.1.5. All children have a right to a broad, balanced and relevant education. We believe that additional needs should be addressed by using a variety of groupings, settings and differentiation strategies to ensure full curricular access for all children.
- 4.1.6. We believe in the involvement of the child and the importance of taking their views into account. They should be actively encouraged to participate in discussing the purpose of learning tasks in personal target-setting and in evaluating their outcomes. Our additional needs provision aims to actively involve children in this process in the light of their age and understanding.

- 4.1.7. We recognise that parents and carers have a vital role to play in supporting their children's education. We aim to work in close partnership with parents and carers, valuing their opinions and contributions and to support them in their child's learning and development. We will fully inform them about additional needs provision for their child and take their views into account in respect of their children's needs.
- 4.1.8. Wherever possible we intend to work in partnership with other agencies (e.g. health professionals) and with parents and carers, sharing information and assessment reports and taking prompt action to implement recommendations.
- 4.1.9. All SEND provision at St Mary's is regularly reviewed by the Head of Learning Support and the Senior Management team. The results are evaluated carefully and improvements implemented to ensure a high quality of provision for the children with SEND.

### 4.2. Processes

- 4.2.1. Our Additional needs list includes an alert stage for those children for whom staff have a concern but are currently managing within the classroom using access strategies and differentiation as appropriate.
- 4.2.2. A record of concern form is filled in by the class teacher in consultation with subject teachers and after discussion with parents. The record of concern should be given to the head of learning support who will then advise on suitable assessment if appropriate.
- 4.2.3. Children who require support over and above that of the majority of children in the class will be placed on the additional needs list. There is no longer a requirement to define the stages on the list.
- 4.2.4. Interventions should be based on a continual support cycle of assess, plan, do, review. Assess: teacher assessment, screening tests, standardised tests, NC tests. Plan: development of individual intervention (1:1), group work, interventions. Do: differentiation across the curriculum using multi-sensory teaching, access strategies and use of group work. Individual provision or participation in an intervention. Review: tracking progress and effectiveness of support provided.
- 4.2.5. For some pupils progress on the additional needs list may still not adequately support their needs. Based on all the information available and if despite receiving an individual programme the child continues to

make little or no progress the school may recommend referral to a qualified professional. This further testing may need to take place outside of the school and will incur a cost to the parents.

4.2.6. For a very small number of children graduated provision at school combined with specialist and professional support may not adequately support their more complex needs. At any point parents/carers can request a statutory assessment from the local authority in the form of an Educational Health and Care Plan (EHCP). This should be thoroughly discussed with the Head of Learning Support and requires detailed information to be collated and provided.

### 4.3. Records

4.3.1. Records of concern/nursery observations are kept by the head of learning support in the pupil's file and on the system

4.3.2. Information about meetings, pupil passports, reports and assessments are kept by the Head of learning support in additional needs folders for each child on the Alert stage or on the Additional Needs Register

4.3.3. In the past IEP's and Pupil Passports were written for individual children and are still stored in their files. Information about provision is now stored on the provision mapping area of pupil asset and regular review meeting notes are stored on the child's individual record.

4.3.4. School based assessments are stored in pupil asset/SIMS.

4.3.5. It is the responsibility of the head of learning support to draw the attention of the teachers to any new assessments and the responsibility of all teachers of the child to have read them.

4.3.6. At the beginning of term staff discuss the additional needs list and it is updated accordingly. An up to date version is on the school system.

4.3.7. Interventions, 1:1 and group teaching are outlined on the additional needs provision map in pupil asset and this is updated termly.

4.3.8. Parents are invited to attend parent's evenings to speak to subject teachers or can arrange meetings at any time with the Head of Learning Support to discuss concerns.

4.3.9. All records and documentation on an individual child will be treated with confidentiality and will be held securely.

### 5 Procedure and Responsibilities

#### *Head teachers Role:*

- 5.1 To make decisions over admissions based on assessment on taster days and capacity to cater for additional needs with in school. This may be reviewed after 6 months.
- 5.2 To ensure that the Head of Learning Support and other staff have sufficient time allocated to carry out teaching and administrative roles
- 5.3 Liase with the Head of Learning Support regularly regarding individual children
- 5.4 Discusses staff training needs with the Head of Learning Support
- 5.5 In discussion with Head of Learning Support arranges sharing of good practice
- 5.6 Looks at resource and budget requests for the learning support department
- 5.7 Shares information on additional needs with the school's Cognita Education Executive

#### *Head of Learning Support's Role:*

- 5.8 Overseeing the day to day operation of the school's SEND policy
- 5.9 Carrying out observations and if necessary assessments of individual pupils to help support and provide for them
- 5.10 Liaising with and advising teachers, Learning support teachers and TA's, managing these where appropriate, offering specialist advice and support.
- 5.11 Coordinating 1:1 and group learning support that occurs outside quality first teaching.
- 5.12 Keeping the the Head teacher informed about provision, training needs, pupil's needs and changes to statutory requirements
- 5.13 Tracking pupil progress, updating pupil passports and other records
- 5.14 Maintaining the schools Additional Needs list (SEND list)
- 5.15 Identifying and monitoring areas of need and provision across the school

- 5.16 Advising on the purchase of appropriate teaching materials to meet the identified needs of particular individuals or groups of children
- 5.17 Liaising with parents of children with additional needs
- 5.18 Contributing to and promoting in-service training of staff as well as networking with other SEND coordinators
- 5.19 Liaising with external agencies, health and social services, voluntary bodies and the schools to which pupils transfer
- 5.20 Ensuring that suitable examination and other assessment arrangements are made for pupils who have difficulties with the usual procedures, ensuring that appropriate access arrangements and appropriate resources are made available
- 5.21 Managing the learning support team and TA's

It follows from this that the Head of Learning Support has planned time to administer the school's SEND arrangements.

### *Role of the teachers:*

- 5.22 Identify pupils of concern and liaise with Head of Learning Support
- 5.23 Have responsibility for the teaching and learning of the children with SEND
- 5.24 Provide access strategies for the children they teach
- 5.25 Keep up to date with information about additional needs of the children they teach
- 5.26 Liaise with the parents of identified pupils
- 5.27 Emotional and/or pastoral mentoring is provided by all staff and is dependent on the need and year group of the individual.

## **6 Related Policies, Guidelines, Templates and Forms**

This policy should be read in conjunction with the following policies.

Accessibility policy

## Special Educational Needs and Disability Policy

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**Admissions Policy**  
**Behaviour Policy**  
**Teaching and Learning Policy**  
**Safeguarding Policy**

<b>Ownership and consultation</b>	
Document sponsor (role)	Rob Harmer Headteacher
Document author (name)	Kate Bodle Head of Learning Support
Specialist Advice	

<b>Audience</b>	
Audience	Staff and Parents

<b>Version control</b>	
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<b>Related documentation</b>	
Related documentation	SEND Code of Practice 0-25, 2014 (which relates directly to the Children and Families Act, 2014 and associated regulations) the Equality Act, 2010 Working Together to Safeguard Children, 2013; Supporting Children at School with Medical Conditions, 2013 Reasonable Adjustments for Disabled Children, 2012