

St. Martin's Church of England (Aided) Primary School



SEND Policy

'Serve one another in love'
Galatians 5v13

"St. Martin's School isn't just a school, it's a family. Firmly rooted in the Christian faith, the St. Martin's family will share the love of Christ with our diverse school community – all unique and special, made in God's image, with everyone welcomed and included."

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INTRODUCTION

This document is a statement of the aims, principals and strategies for special educational needs and disabilities (SEND) at St. Martin's CE VA Primary School.

This policy was developed by the SEND team in discussion with the Staff and Governing Body, and updated in November 2024 by the SENDCO.

It has been adapted in line with the changes in the Code of Practice 2014, following the LA's advice and that of NASEN. All stakeholders have access to this policy through the School's website. Hard copies are available from the School Office.

This policy will be reviewed as necessary but at least annually.

THE SEND AIMS OF THE SCHOOL

St. Martin's School believes that every pupil has an entitlement to develop their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. We recognise a child's right to a broad, balanced, relevant and challenging curriculum; one which is appropriate to their individual abilities, talents and personal qualities.

With this in mind we aim:

- To ensure that all pupils have access to a broad and balanced curriculum
- To secure high levels of achievement for all
- To provide a differentiated curriculum appropriate to the individual's needs and abilities, meeting these individual needs through a wide range of provision
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To ensure that pupils with SEND take as full a part as possible in all school activities
- To ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment
- To ensure that pupils are involved, where practicable, in decisions affecting their future SEND provisions
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in co-operative and productive partnership with the Local Authority and other external agencies to ensure that there is a multi-professional approach to meeting the needs of all vulnerable learners
- To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others". (National Curriculum, 2000).

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

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Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age
- has a disability which prevents or hinders the child from making use of the educational facilities of a kind provided for children of the same age in other schools within the Local Authority.

Children must not be regarded as having learning difficulties solely because their language or form of home language is different from that in which they are taught.

St. Martin's C.E. (Aided) Primary School refers to the Special Needs and Disabilities Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensures that parents are notified when SEND provision is being made or adapted for their child.

STAFFING

The School's SENCo works in conjunction with the Link Governor Mrs B Moorhouse.

The School utilises the range of Teaching Assistant expertise to have the most positive impact on pupils' learning.

ADMISSIONS

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that *'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission'*. (Cop 1:33)

INCLUSION

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. This teaching includes strategies to provide support and nurture for

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pupils with dyslexia and autism and problems with hearing and sight. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

At St. Martin's Primary School we endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.

- Teachers provide differentiated learning opportunities for all children along with materials appropriate to their interests and abilities. This ensures that all children have full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.
- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients to success for these pupils.

EVALUATING THE SUCCESS OF OUR SEND POLICY

The Governing Body will report annually on the success of the policy and, to facilitate this, we have identified specific objectives which are given under ‘THE SEND AIMS OF THE SCHOOL’ at the beginning of this policy.

In evaluating the success of this policy, the School will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals.

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- monitoring and evaluation of pupil progress from ongoing teacher assessment

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- at least termly data from standardised tests such as YARC and Language Links, PUMA and PIRA tests, alongside assessment data from specific interventions such as Read, Write, Inc.
- evidence generated from the personal targets planned and reviewed through Individual Learning Plans.

IDENTIFICATION, ASSESSMENT AND PROVISION

At St. Martin's C.E. Primary School we have adopted a whole-school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of school life and learning.

The SEND Code of Practice 0-25, 2014 makes it clear that all teachers are teachers of pupils with special educational needs. All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision. Staff are aware of the need to meet disparate needs of pupils by organising dyslexia friendly working environments and teaching practices.

Class teachers will ensure that all learners will have access to quality first teaching.

The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

Some vulnerable learners will have access to interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.

Use of a data tracker, along with liaison between SENDCO and Class Teachers will allow staff to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Audit how well provision matches need
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, LEA, external agencies and Ofsted about resource deployment

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- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

GENERAL LEARNING DIFFICULTIES and A GRADUATED APPROACH TO SEND SUPPORT

The SEND Code of Practice defines adequate progress for pupils with General Learning Difficulties as that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is on par with pupils starting from similar base line but less than most of peers
- Equals or improves upon the pupil's previous rate of progress
- Enjoys full curricular access
- Is satisfactory to pupil and parents.

Teaching SEND pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support. **All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners** – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

The Code of Practice advocates a graduated response to meeting the needs of pupils which will include:

- Quality inclusive teaching which takes into account the learning needs of all the children in the classroom. Specific details of quality teaching practice is itemised in planning and is reviewed to ensure current practice is reflected.
- Specific, additional and time limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age related expectations.
- Targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions. These will be reviewed to ensure that support is appropriate and progress is being made.

Support is characterised by interventions that are different from or additional to the normal differentiated curriculum. Intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- make little or no progress
- demonstrate difficulty in developing literacy or numeracy skills

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- show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- have sensory/physical problems and make little progress despite the provision of specialist equipment
- experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

If the School decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have input in planning future support. The class teacher will remain responsible for planning and delivering individual programmes. Parents will be closely informed of the action and results.

There are four categories of need described in the Code of Practice:

- Cognition and Learning Needs
- Mental, Emotional and Social Development Needs
- Communication and Interaction
- Sensory and/or Physical Needs.

Based on these categories, the SENCO., in collaboration with the class teacher, will decide the action required to help the pupil progress. Based on results of previous assessments, the actions might be:

- deployment of extra staff to work with the pupil
- monitoring of the pupils' progress using the tracker system
- provision of alternative learning materials/special equipment
- group support
- provision of additional adult time in devising interventions and monitoring their effectiveness
- staff development/training to undertake more effective strategies
- access to LA support services for advice on strategies, equipment, or staff training.

INDIVIDUAL LEARNING PLANS

Strategies for the progress of pupils on the school SEN Register will be recorded in a learning plan, including information on:

- short-term and medium term targets
- teaching strategies
- provision made
- outcomes recorded at review.

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The Learning Plan will record that which is different from or additional to the normal differentiated curriculum and will concentrate on individual targets that closely match the pupil's needs. These are discussed with the pupil and the parents.

Learning Plans are reviewed termly, coinciding with an SEND Parents' Evening. Teachers, and where appropriate Teaching Assistants may be present at the review and are active in deciding progress against targets, linked to their own evaluations, along with the setting of future targets, based on their knowledge of individual pupils. The School will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will be actively sought. Wherever possible or appropriate the School will involve pupils in this process.

Identification and Assessment

The needs of individual pupils should be identified and met as early as possible through:

- the analysis of data including entry profiles, "Speech Links" assessment, YARC assessment for reading, other whole-school pupil progress data, half-termly multiplication and spelling tests, PUMA and PIRA assessments.
- classroom-based assessment and monitoring arrangements. (Graduated Response)
- following up parental concerns
- tracking individual children's progress over time,
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services

Early Identification

Early identification of pupils with SEND is a priority. The School will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Nursery/pre-school assessments
- Our own in-house tracker which is based on the EYFS statutory framework evaluates pupils' learning standards at the point of entry to school
- Evidence obtained by Staff observation/assessment
- Performance in N.C. judged against Milestone descriptors
- YARC Reading Assessments
- Boxall Profile/ Thrive Assessments
- Language Links Screener
- Pupil progress in relation to objectives in the National Literacy/Numeracy Strategies
- As part of early identification of need, the school nurse performs hearing and eyesight tests.

Curriculum Access and Provision for vulnerable learners

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Where children are underachieving and/or identified as having special educational needs, the school will provide for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- interventions
- other small group withdrawal
- individual class support / individual withdrawal
- further differentiation of resources

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by senior leaders
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis
- scrutiny of planning
- teacher interviews with the SENCO or Senior Leaders
- informal feedback from all staff
- pupil progress tracking using assessment data (whole-school processes)
- monitoring Learning Plans and targets
- attendance records
- regular meetings regarding individuals

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.

- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school's internal monitoring system).
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school internal monitoring system and the data tracker.
- It may be decided that a very small number, but not all of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to

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meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer.

- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

This level of intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- still makes little or no progress in specific areas over a long period
- continues to work at National Curriculum levels considerably lower than expected for a child of similar age
- continues to experience difficulty in developing literacy/numeracy skills
- has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme
- has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialists may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting Learning Plans will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the School may well request direct intervention / support from a specialist/teacher. The SEND team meets with Parent/Carers of pupils supported at this level on a termly basis to review progress and provision.

Pupils with an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their plan. We will comply with all local arrangements and procedures when applying for High Needs Block Funding or an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

Our review procedures for pupils with an Education, Health and Care Plan will fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with County policy and guidance - particularly with regard to the timescales set out within the process.

Inclusion of pupils with English as an additional language

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Definition: A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos:

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage.

Provision: Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to increase acquisition of the English language. This will be provided through Wave 1 and, where appropriate, Wave 2 teaching. A further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language. Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. The pupil will not be placed on the SEN register for reasons of EAL.

Inclusion of pupils who are looked after in local authority care

As a school we recognise that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, addiction and substance misuse, separation, loss, trauma and many placement moves. These barriers to learning can significantly affect their educational outcomes and their personal, social and emotional development.

There is a statutory requirement for all schools to have a designated teacher for looked after children. The Head Teacher and the SENDCo are designated teachers for St. Martin's School. Their responsibilities include:

- monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
- ensuring that children who are 'looked after' have access to the appropriate network of support
- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals

There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :

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- Placement instability
- Unsatisfactory educational experiences of many carers
- Too much time out of school
- Insufficient help if they fall behind

SEND Provision

On entry to the School summative assessments are judged according to Development Matters. We make judgements as to the month band in which the children are working and assess their stage of development towards the Early Learning Goals. This will help to inform the School of a child's aptitudes, abilities and attainments, and will be used to improve continuity in learning.

The records provided help the School to design appropriate differentiated learning programmes. For pupils with identified SEND, SENCo and Class Teacher will use the records to:

- provide starting points for an appropriate curriculum
- identify the need for support within the class
- assess learning difficulties
- ensure on-going observations/assessments provide regular feedback on achievements / experiences, for planning next steps in learning
- involve parents in a joint home-school learning approach

When identifying pupils with SEND, the School considers what may impact on progress and attainment. The School's vulnerability categories list includes:

- twins
- being included on the School's C.P. register
- being in receipt of Pupil Premium
- being a Looked after Child or an Adopted Child
- consideration of home circumstances
- dyslexia & dyscalculia
- being new to school
- being a Child of Service men and women
- consideration of disability/medical
- bereavement
- pupils of families of alternate sexuality
- travellers
- attendance and punctuality
- health and welfare
- gifted and able
- EAL

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Any concerns relating to a young person's behaviour should be described as an underlying response to a need which the School will be able to recognise and identify clearly.

THE RANGE OF PROVISION

The main methods of provision made by the School are:

- full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum
- periods of withdrawal to work with Teaching Assistant(s) for interventions
- in-class support with adult assistance
- support from specialists within class or as part of a withdrawal programme.

MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Progress is that which:

- narrows the attainment gap between pupil and peers
- prevents the attainment gap widening
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- equals or improves upon the pupil's previous rate of progress
- ensures full curricular access
- shows an improvement in self-help and social or personal skills
- shows improvements in the behaviour of the pupil.

Class Teachers use a variety of methods to track progress including rigorous marking and feedback to pupils. If a teacher is concerned that there is a barrier to a pupil's learning, the SENDCo is the first to be consulted. The SENDCo and the teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through Quality First Teaching and interventions put in place within the classroom setting. If, after further consideration, a more sustained level of support is needed, it would be provided through SEND Support as School would at this stage be accessing external advice and support. Where concerns remain despite sustained intervention, the School will consider requesting an EHCP. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy. The School also recognises that parents have a right to request an EHCP.

An Education, Health and Care Plan (EHC Plan) will normally be provided where, after the Common Assessment of Need has been completed, the LA considers the child requires

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provision beyond what the School can offer. However, the School recognises that a request for an Education, Health and Care Plan does not inevitably lead to it.

An EHC Plan will include details of learning objectives for the child. These are used to develop targets that are:

- matched to the longer-term objectives set in the EHC Plan
- of shorter term
- established through parental/pupil consultation
- set out in an individual Learning Plans
- implemented in the classroom
- delivered by the class teacher with appropriate additional support where specified.

REVIEWS OF EDUCATION, HEALTH AND CARE PLAN

The EHC Plan must be reviewed annually. The LA will inform the Headteacher at the beginning of each school term about the pupils requiring reviews. The SENDCo will organise these reviews and invite:

- the child's parent
- the child if appropriate
- the Head Teacher
- the relevant teacher
- the supporting TA
- any specialists involved
- the representative of the LA
- any other person the LA considers appropriate
- any other person the Head Teacher considers appropriate.

The aim of the review will be to:

- assess the pupil's progress in relation to the Graduated Approach (assess/plan/do/review)
- review the provision made for the pupil in the context of the National Curriculum and attainment in basic literacy/numeracy and life skills
- consider the appropriateness of the existing EHC Plan in relation to the pupil's performance during the year, and whether to cease, continue or amend it
- set new targets for the coming year.

Year 5 reviews will indicate the provision required in Secondary school. At Year 6 reviews, the SENDCo of the Secondary school will be invited to attend. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues.

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With regard for the time limits set out in the Code, the Head Teacher will organise a written report of the annual review meeting and send it, with any supporting documentation, to the LA. The School recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHC Plan.

The Governing Body is informed on a termly basis of the numbers of pupils with an EHC Plan, their level of provision and resourcing. The Governing Body is also made aware of the numbers of pupils who may be in the process of screening leading up to the possibility of referral, along with numbers of children who are currently registered as Code K on SIMS (SEN Support).

THE HEAD TEACHER

- is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO) and the Senior Leadership Team including Phase Leaders.
- will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through: analysis of the whole-school pupil progress tracking system and pupil progress meetings with individual teachers
- will keep the Governing Body well informed about SEND within the School
- works closely with the SENCo.
- has responsibility for Child Protection, Looked After and Adopted children and Pupil Premium
- ensures that the School has clear and flexible strategies for working with parents and that these strategies encourage involvement in their child's education.

THE SENDCo

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision for vulnerable learners
- identifying a staged list of pupils with special educational needs – those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- working together with Class Teachers and Subject Leaders to provide appropriate provision for pupils with special education needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the work of SEND Teaching Assistants
- overseeing the records on all children with Special Educational Needs

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- liaising with parents of children with SEND, in conjunction with Class Teachers, keeping them informed of progress and listening to their views of progress.
- liaising with external agencies, LA support services, Health and Social Services, and voluntary bodies
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need
- complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' list
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- attending area SENDCO network meetings and training as appropriate.
- liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school) along with current issues regarding provision for ethnic/linguistic minorities.

THE CLASS TEACHER

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- being aware of the School's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- collaborating with the SENDCO to decide the action required to assist the pupil to progress
- working with the SENDCO. to collect all available information on the pupil
- in collaboration with the SENDCO, develop targets for pupils with SEND and Learning Plans for pupils on the SEND Register
- working with pupils with SEND on a daily basis to deliver the individual programme set out in personal targets and Learning Plans
- developing constructive relationships with parents
- being involved in the development of the School's SEND policy.

Liaising with the SENDCO/ co-ordinator to agree:

- which pupils in the class are vulnerable learners

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- which pupils are underachieving and need to have their additional interventions monitored – but do not have special educational needs.
- which pupils require additional support because of a special educational need and need to go on the school's SEND list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Learning Plans to address a special educational need (this would include pupils with statements/EHC Plans)

Securing good provision and good outcomes for all groups of vulnerable learners by:

- providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2014)
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

For effective co-ordination staff must be aware of:

- the procedures to be followed
- the responsibility all teachers have in making provision for SEND pupils
- the commitment required by staff to keep the SENDCo. well informed about pupils' progress
- mechanisms that exist to allow teachers access to information about SEND pupils
- what exactly constitutes a 'level of concern' and at which point SEND support is initiated
- mechanisms that exist to alert the SENDCO. to such 'levels of concern'
- the procedures by which parents are informed of this concern and the subsequent SEND provision.

PARTNERSHIP WITH PARENTS/AND CARERS

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child

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- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- providing all information in an accessible way,

Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

PUPIL INVOLVEMENT

We recognise that all pupils have the right to:

- be involved in making decisions and exercising choice
- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum **so that they know what their targets are and why they have them,**
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Learning Plans.

THE ROLE OF THE GOVERNING BODY

The Governing Body's responsibilities to pupils with SEND include:

- ensuring the provision of high standard is made for pupils with SEND
- ensuring that pupils with SEND are fully included in school activities
- having regard to the Code of Practice when carrying out these responsibilities
- being fully involved in developing and subsequently reviewing SEND policy
- reporting to parents on the School's SEND Policy including the allocation of resources from the School's devolved/delegated budget.

THE ROLE OF THE TEACHING ASSISTANT

The Teaching Assistant role in St. Martin's School is clearly defined on an individual basis, linking every job description to a specified designation. Teaching Assistants are employed as learning support adults first and foremost, are trained to engage in every task they are asked to be responsible for and are given support whenever needed.

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- Teaching Assistants support learning in and out of the classroom.
- They work under the guidance of teachers, external agencies and the Head Teacher to support individual, group and class learning.
- They may plan, assess and feedback to pupils.
- They work with pupils of all levels of ability, including SEND, EAL and Gifted and Talented, as necessary.
- They are involved with family communication through Home/School books, meetings with Parents, SEND review meetings and informal day to day organisation.
- They are monitored and evaluated closely by Teachers, Key Stage Co-ordinators, SENDCO and the Head Teacher.

SEND INSET

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. The SENDCO regularly attends area SENDCO meetings. The Governing Body undertakes a similar review of training needs. Whole Staff requirements in supporting the needs in the school is considered frequently. The School's INSET needs are included in the School Development Plan.

PARNERSHIP WITH PARENTS/CARERS

St Martin's C.E. (Aided) Primary School firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential. The School recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

The School considers parents of SEND pupils as valued partners in the process. Depending on age and appropriateness, SEND pupils will also be encouraged to participate in the decision- making process affecting them.

The School will make available, to all parents of pupils with SEND, details of relevant services available through the LA. All additional support and guidance is subject to budgetary constraint.

COMPLAINTS PROCEDURE

The School's complaints procedure is outlined in the School prospectus and on the school website. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

LINKS WITH EXTERNAL AGENCIES/ORGANISATIONS

The School recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEND pupils.

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When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Outreach/Inreach Services e.g. SEND Locality Hub
- Medical services
- Speech Therapists
- Physiotherapists & Occupational Therapists
- Hearing impairment services
- Vision Support Team

In addition, important links are in place with the following organisations:

- the local Playgroups, Pre-Schools and Nurseries within the area
- the LA
- Specialist Services
- Education Welfare Officer
- Social Services
- Friends of St. Martin's
- St Martin's Church and other churches in Scarborough.

SEND POLICY REVIEW

The School considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan. Any review undertaken re. the policy is written with reference to any other relevant policies such as Behaviour, Attendance and Equality policies. This policy will be reviewed at least annually.

St Martin's SENCO reviewed Autumn 2024