



SEND Policy

Our Vision Statement

Develop the individual **light** in every child, so they can **learn as much as possible** and reach their unique potential. We want to **ignite curiosity** through our curriculum and create a culture of **gratitude and good deeds**. With **hope and humility** we want our students to **take on the world** and make it a better place.

'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.'
Matthew 5:16

Updated: November 2022

Reviewed: November 2023

St. Mary's C of E Primary Academy is an inclusive school where we strive to meet the individual needs of all of our children. Our staff have due regard for the Special Needs Code of Practice (2015) when carrying out their duties towards children with special educational needs and disabilities (SEND). Every teacher at our school is a teacher of SEND – as identified in the Code of Practice.

Our SENDCo, Louise Atkinson, is responsible for co-ordinating the day-to-day SEND provision for children across school. She does this by supporting teachers to identify individual needs of children in their class and by ensuring they provide the most appropriate resources and provision that will meet their needs and support the children in reaching their full potential.

Our Deputy Head teacher, Jessica Crisp, is the person responsible for overseeing the provision for children with SEND. She is the Designated Teacher for Children Looked After.

SENDCo: Miss Louise Atkinson louise.atkinson@hunsletstmarys.co.uk
Deputy Head teacher: Ms Jessica Crisp Jessica.crisp@hunsletstmarys.co.uk

Definition of Special Educational Needs

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision that is different from and additional to that normally available to pupils of the same age.

SEND Code of Practice (2015)

There are four main areas of Special Educational Needs and Disabilities as identified in the SEND Code of Practice (2015). Children **must not** be regarded as having SEN solely because their home language is not English.

Key Areas of SEND	Specific Needs we Support
Communication and Interaction	Autistic Spectrum Disorder (ASD) Speech, Language and Communication Needs
Cognition and Learning	Moderate Learning Needs Specific Learning Difficulties (SpLD)
Social, Emotional and Mental Health	Behavioural Needs Emotional and Mental Wellbeing Social Needs Attachment Disorders
Sensory and/or Physical	Hearing Impairment Visual Impairment Multi-sensory Impairment Physical Disabilities

Aims

At St. Mary's C. of E. Primary Academy, we are committed to:

- Nurturing each child individually by providing a safe and inclusive environment
- Inspiring a joy of learning through creative teaching
- Developing an awareness of the social, emotional and physical wellbeing of each child
- Creating an environment in which all children have respect for each other and feel valued members of the school community
- Giving all children equal access to all aspects of school life
- Ensuring effective channels of communication are developed between parents/carers and outside agencies
- Assessing children regularly so that those children with SEND are identified as early as possible
- Enabling children with special educational needs to make the greatest progress possible
- Making appropriate provision to overcome barriers to learning so that all children (including those with SEND) have full access to the National Curriculum

Roles and Responsibilities

Governors

The SEND Governor for St Mary's C of E Primary Academy is due to be appointed in November 2022. He/she will support the Governing Body to:

- ❖ Ensure the school has written a Special Educational Needs Policy which they have approved and which is reviewed annually
- ❖ Ensure the school has procedures to identify and assess the needs of those pupils with learning difficulties who require some special provision
- ❖ Monitor the quality and effectiveness of SEND provision
- ❖ Support the school to determine strategic development of SEND Policy and Provision
- ❖ An appropriate proportion of the school's resources are allocated to meet identified individual needs

The Senior Leadership Team

The Senior Leadership Team has responsibility for:

- ❖ Ensuring that the SEND policy and Code of Practice are implemented effectively
- ❖ Providing facilities and time for INSET relevant to SEND

Teaching Staff

Class teachers have responsibility for:

- ❖ Ensuring they follow this SEND Policy
- ❖ Teaching the range of pupils within their class effectively across the curriculum areas
- ❖ Monitoring the progress and development of each child in their class and identifying children who are not making progress
- ❖ Keeping parents/carers informed of their child's progress, any concerns and actions to be taken
- ❖ Working alongside the SENDCO to write and implement Individual Provision Maps (IPMs) for children in their class who receive universal, targeted or specialist provision in line with the revised Code of Practice
- ❖ Liaising with the SENDCO, support staff and outside agencies to plan and assess the impact of support and interventions

The SENDCO

The Special Educational Needs Co-ordinator is responsible for:

- ❖ Working in partnership with the class teachers, support staff and the Senior Leadership Team to developing strategies to support children with SEND
- ❖ Working with the Senior Leadership Team and SEND Governor to determine the strategic development of the SEND Policy and Provision
- ❖ Advising and liaising with class teachers on how to implement a Graduated Approach and how to write IPMs
- ❖ Leading staff development in Special Educational Needs
- ❖ Coordinating and quality assuring provision across the school
- ❖ Liaising with the Designated Teacher to discuss the progress of Children Looked After
- ❖ Reviewing and updating the Special Educational Needs Policy annually
- ❖ Reviewing and updating the SEN Information Report annually
- ❖ Maintaining the SEND register
- ❖ Overseeing the records of all pupils with SEND and ensuring they are up to date
- ❖ Being the key point of contact for outside agencies
- ❖ Chairing Annual Review Meetings for children with EHCPs and compiling relevant documentation
- ❖ Applying for Funding for Inclusion for children who are eligible
- ❖ Referring children to SENIT or other outside agencies in a timely manner (where appropriate)

Support Staff

Support Staff have responsibility for:

- ❖ Supporting children with SEND to access the curriculum as directed by the class teacher
- ❖ Working with children who have an EHCP or SEN Support Plan
- ❖ Liaising with class teachers, the SENDCo and other colleagues where appropriate
- ❖ Attending meetings and training as directed by the SENDCo
- ❖ Working with individual children or small groups of children to meet targets on their IPMs
- ❖ Leading Intervention Groups – recording activities and progress and feeding back to the class teacher

Parents / Carers

Parents/carers have responsibility for:

- ❖ Ensuring their children attend school regularly and punctually
- ❖ Informing the school of any problems or concerns
- ❖ Supporting school policies
- ❖ Helping their child at home with any specific tasks in consultation with the class teacher or the SEND team
- ❖ Attending review meetings and/or parent/carer/teacher consultation meetings
- ❖ Attending other meetings as required in relation to their child's Special Educational Need

Identification, Assessment and Record Keeping

At St. Mary's C of Primary Academy, we use definitions from the SEND Code of Practice and Children and Families Act 2014 and ongoing classroom based assessments of progress to identify children who may have a special educational need. Parents/Carers will be invited to meet with the class teacher and SENDCo to discuss assessments and observations and the child will be added to the SEND Register.

We assess each child's levels of attainment on entry to school to provide starting points for the development of an appropriate curriculum and to identify any learning difficulties. The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Each child on the SEND Register will have an Individual Provision Map. This will be written by the class teacher and shared with parents/carers. All children on the SEND Register will also have a Chronology Document to record key actions taken and an Attainment and Progress Record to monitor progress.

Graduated Approach

St Mary's C of E Primary Academy will, once a potential SEND has been identified, employ the graduated approach to meet the pupil's needs. This will help us to ensure that effective provision is put in place to remove barriers to learning and to accelerate progress. The Graduated Approach is an ongoing cycle that enables the provision to be refined and revised as the understanding of the child's needs grows. The Graduated Approach is underpinned by Quality First Teaching within the classroom. It consists of a four-part process:

Assess - Establishing a clear assessment of the pupil's needs using appropriate assessment materials. Pupil views are considered alongside those of parents/carers and outside agencies.

Plan - Support to be put in place will be planned by the class teacher, SENDCo and parents/carers and documented on an Individual Provision Map (IPM). The expected impact on progress, development and behaviour will be discussed, along with a clear date for review.

Do - The class teacher will manage the day-to-day support for the child and any interventions that are to be used. They will work closely with support staff to ensure provision is implemented effectively and consistently.

Review - Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will take into account the views of the child and their parents/carers.

Curriculum Provision

All curriculum provision should be guided by the governing principles of the St. Mary's C. of E. Primary Academy Learning and Teaching Policy.

Waves of Teaching Provision

Universal Provision is defined as the regular, high quality and clearly differentiated curriculum that is delivered to every child (Wave 1).

Targeted Provision is the provision given to targeted groups through bespoke interventions such as phonic catch ups, pre-teaching or evidence based interventions (Wave 2).

Specialist Provision is individually targeted provision for example Speech and Language Therapy plans (Wave 3).

We have a well-equipped and comfortable nurture space called The Cabin which has been planned to serve the needs of small groups of children requiring additional support. They have access to the full curriculum as well as intense PSHE support.

Parents/Carers as Partners

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents/Carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents/carers of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process. We encourage parents/carers to make an active contribution to their child's education and we have regular discussions/meetings each term to share the progress. We inform the parents/carers of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

The Leeds Local Offer

<http://www.leeds.gov.uk/residents/Pages/What-is-the-Leeds-localoffer.aspx>

The Leeds Local Offer website uses a specialist search engine that will return information about the support and services available in Leeds for children and young people. Users will be able to search headings that reflect the 'journey of the child' from birth to 25 years, such as early years, going to school or college and living independently.

If you would like advice and information about how to use the Leeds Local Offer please contact the Leeds SEND Information Advice Support Service. The team can provide you with general information about services for SEN and disabilities and advise you. Leaflets and downloads can also be posted out to you. For expert advice on any of the services shown in the Leeds Local Offer please use the contact details that each specific website provides.

Work with External Agencies

St Mary's C of E Primary Academy seeks advice and support from outside agencies in the identification and assessment of, and provision for, children with SEND. We have links with many outside agencies including:

- Educational Psychology Service
- SENIT – Special Educational Needs and Inclusion Team
- Behaviour Support Service (AIP)
- School Nurse

- Speech and Language Therapist
- Occupational Therapist
- Children's Social Work Services (CSWS)
- Child and Adolescent Mental Health Service (CAMHS)
- Secondary Schools
- JESS Cluster
- Family support workers

The Deputy Head teacher is the Designated Safeguarding Leader and is also a trained leader of Early Help Plans. She would lead on liaising with CSWS and AIP Services. The SENDCo is responsible for liaising with other services.

Funding

Funding for children with SEND is carried out in accordance with the Local Authority Funding for Inclusion Team.

Time is allocated for:

- Planning, assessment and review
- Differentiation and classroom management
- Direct teaching and Teaching Assistant Support
- Resourcing, materials and training for staff

Transition

Staff at St Mary's C of E Primary Academy liaise carefully with Secondary Schools to ensure a smooth transition for year 6 children. The SENDCo and class teachers forward all relevant documentation and records relating to SEND to the appropriate Secondary Schools.

Complaints

The complaints procedure for issues relating to special educational needs mirrors the school's complaints procedures. Should a parent or carer have a concern about the provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents/carers should discuss the problem with the SENDCO or Deputy Head teacher. More serious on-going concerns should be presented in writing to the Chair of the Governors or Governor with responsibility for SEND.