



# SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

This policy is informed by the Christian values which are the basis for all of CDAT's work and any actions taken under this policy will reflect this.

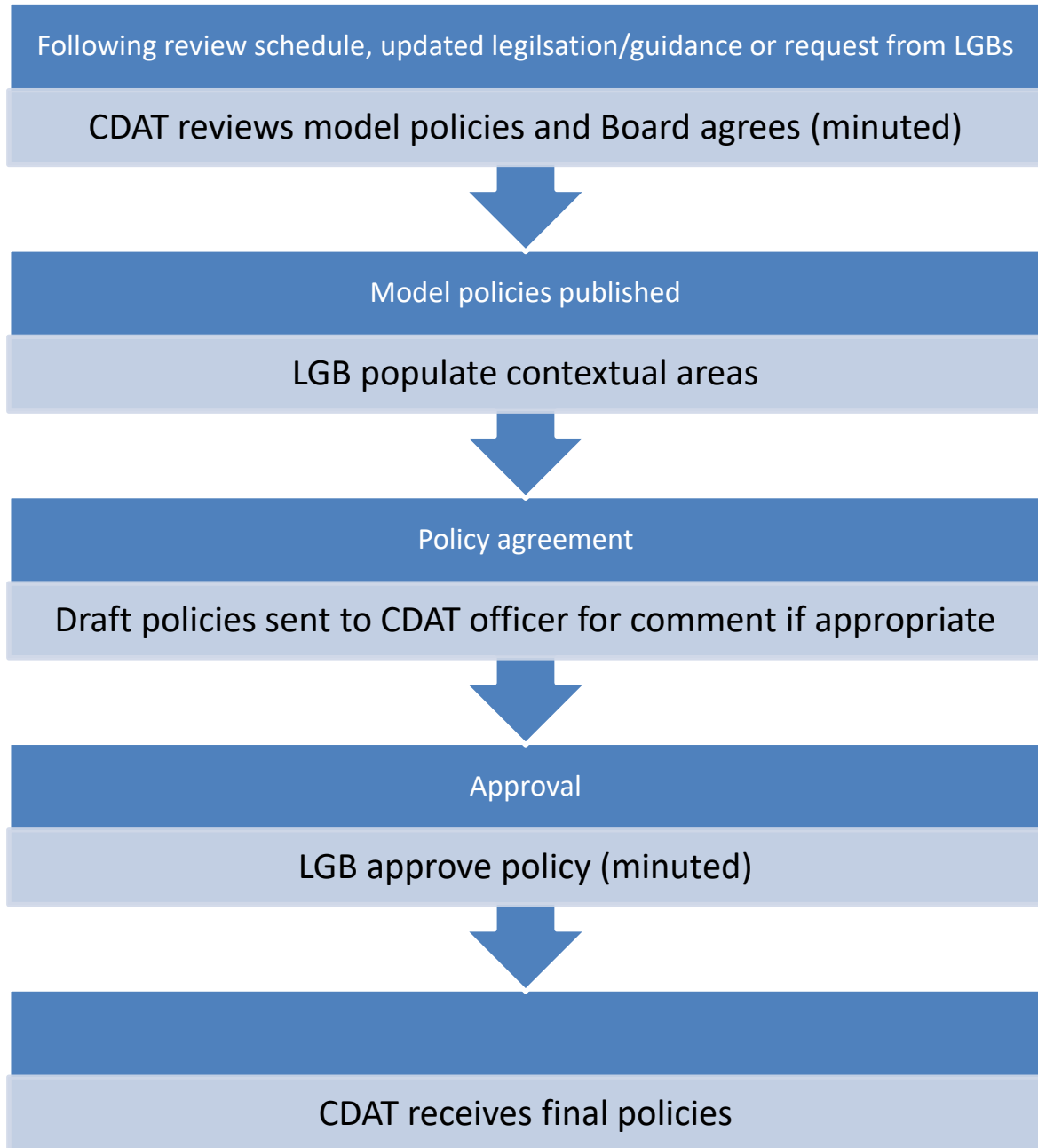
*'Blessed are those who act justly, who always do what is right'*

*Psalm 106:3*

## St Matthew's C E Primary

Date agreed by LGB	Review Date	Signed Chair of LGB
Autumn 2024		

## Policy Process



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## Introduction

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- are under compulsory school age and fall within the definition or would do if special educational provision was not made for them.

Special educational provision means:

- for children of two or over, educational provision that is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area;
- for children under two, educational provision of any kind. (*Education Act 1996*)

At St Matthew's, we provide all children with SEND with a broad and balanced curriculum that provides regular access to all subjects and areas of learning. Children with SEND should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

We ensure that teachers and teaching assistants (TAs) are prepared for dealing with the challenges and complex difficulties posed by children with SEND by providing structured training on a variety of SEND issues. Teachers are responsible and accountable for children's learning and teaching assistants should be used effectively to provide the necessary support for children with SEND within the classroom. All teachers are responsible for and must ensure appropriate provision for children who have a disability which prevents them or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

CDAT has a commitment to promote equality and believes this policy is in line with the Equality Act 2010.

## Statement of intent

It is the aim of CDAT to provide every child with the best education possible. The objective of setting out this policy is to make everyone aware that CDAT and St Matthew's want all pupils to benefit as fully as possible from the education provided.

We will cater for pupils who experience difficulties in:

- communication and interaction;
- cognition and learning;
- sensory and/or physical and medical conditions;
- social, mental and emotional health.

## Aims and objectives

We aim to:

- identify pupils with special educational needs as early as possible and ensure that their needs are met;
- have in place systems whereby teachers are aware of such pupils and how to meet their needs;
- provide all children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual;
- be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, CDAT and outside agencies in line with the Local Offer; ensure all pupils make effective progress and realise their full potential;
- ensure all pupils take a full and active part in school life.

## Responsibility for the policy and procedures

CDAT will:

- ensure there is a policy for SEND and related policies in place, including the school offer to parents;
- assign a director to take responsibility for SEND;
- delegate the powers for ensuring the effective implementation of the SEND policy to the local governing body (LGB) and that parents in the school are informed of both the policy and the school offer;
- require the LGB to provide an annual report of the effectiveness of SEND provision as well as provide as part of the half-termly progress reports any significant progress or issues in relation to SEND;
- require the LGB to provide an annual report to parents on SEND provision.

The LGB will:

- be responsible for the effective implementation, monitoring and evaluation of this policy;
- have regard to the code of practice when undertaking its responsibilities;
- be responsible for ensuring that St Matthew's complies with all equalities legislation;
- be responsible for ensuring funding is in place to support this policy;
- designate a governor to be responsible for special educational needs and ensure appropriate training is provided for them;
- appoint a member of staff to be the Special Educational Needs Co-ordinator and ensure they are trained in line with guidance for the Code of Practice 2014;

- delegate powers and responsibilities to the headteacher to ensure all St Matthew's personnel and visitors to the school are aware of and comply with this policy;
- be responsible for ensuring the special educational needs policy is made available to parents on-line, including the SEND Information Report for parents;
- expect the designated governor to liaise with the Headteacher and the SENDCO on a regular basis about the effectiveness of SEND provision and report back to the LGB ongoing progress to inform the half-termly report for the CDAT board;
- expect the designated governor, in liaison with the headteacher and the SENDCO, to provide an annual special education report for the LGB and that will be presented to the CDAT board and be used to report annually to parents on the effectiveness of St Matthew's special educational needs policy;
- report annually to parents on the effectiveness of St Matthew's special educational needs policy;
- be responsible for ensuring this policy is maintained and updated regularly and complies with any direction from CDAT.

The headteacher will:

- ensure all St Matthew's personnel, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of special educational needs provision is effective;
- work closely with the SENDCO, the designated governor for special educational needs and the teaching and support staff;
- keep the LGB informed of all matters relating to its responsibilities for the provision of special educational needs;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- working with the designated governor for special educational needs annually report to the LGB on the success and development of this policy.

The SENCO will:

- work with the headteacher to oversee the day to day provision for pupils with special educational needs within St Matthew's;
- lead the development of SEND throughout St Matthew's;
- provide guidance and support to all staff;
- organise and manage the team of support staff;
- prepare and keep up to date a system for assessing and reviewing progress;
- track the progress of children with SEND;
- organise training for St Matthew's personnel;
- keep up to date with new developments and resources;
- liaise with parents;
- ensure termly reviews of SEND children's progress;
- work closely with outside agencies; in line with the local offer;
- work with feeder or transition school/academies;
- review and monitor;
- annually report to the LGB on the success and development of special educational needs.

The nominated governor will:

- work closely with the headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with St Matthew's is aware of this policy;
- report to the LGB every term;
- annually report to the LGB on the success and development of this policy.

Class teachers will:

- be responsible and accountable for the progress and development of all pupils in their care. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND. Additional intervention cannot compensate for a lack of good quality first teaching;
- be aware of St Matthew's policy for the identification and assessment of pupils with SEND and the provision it makes for them;
- inform parents when special educational needs provision has been made for their child;
- plan, deliver, review and update the individual programme for each SEND pupil as set out in their SEND support plan or access plan;
- develop SEND support plan or access plan for special educational needs pupils by working closely with the SENDCO, support staff and parents;
- comply with all aspects of this policy;
- undertake appropriate training and be proactive in seeking out opportunities for CPD.

St Matthew's will encourage and support parents:

- to work closely with the school in order to develop a partnership that will support SEND pupils and ensure they make progress;
- to take part in the review of SEND support plans and take a role in setting targets for their children;
- to attend reviews and meetings.

St Matthew's will encourage pupils with SEND to understand their rights and to take part in:

- assessing their needs;
- setting learning targets;
- reviews.

## Admissions

St Matthew's will:

- treat all applications equally and not discriminate against pupils with special educational needs;
- admit those children with SEND but who do not have an education health and care plan;
- not refuse admission to children with SEND because they feel that they will be unable to provide the necessary support.

## Curriculum

St Matthew's will provide for pupils:

- a broad and balanced curriculum;
- a curriculum that is differentiated to their needs;
- a range of teaching strategies to meet their needs;
- SEND support plans, which set a small number of targets, closely matched to the pupil's needs.

## Range of provision

St Matthew's will provide a variety of provision by way of:

- in-class support, either individually or in small groups, with a teacher assistant and/or support staff;
- out of class support either individually or in small groups with specialist teachers or outside agencies.

## Identification, assessment and level of intervention

It is vital that pupils with SEND are identified at an early stage. Every teacher at St Matthew's is responsible for identifying pupils with SEND.

Parents will be informed at the earliest opportunity of the school's concerns and that the appropriate SEND provision has been made for their child.

It is essential that all teachers at St Matthew's have the necessary observational skills to identify pupils with SEND at an early stage. Teacher observations, records from feeder school/academies and information from parents should be the basis for an understanding of a child's barriers and subsequent needs.

St Matthew's will establish a procedure for on-going diagnostic assessments and standardised tests.

As advocated in the Code of Practice (CoP) 2014, once a decision is made to place a child on the SEND register, they will begin to receive SEND support.

SEND support can be identified as a barrier to learning, that despite receiving differentiated teaching and additional intervention, the child is:

- making insufficient progress;
- working at levels significantly below others of a similar age;
- showing persistent social, emotional and mental difficulties;
- having sensory or physical problems that hinder progress;
- experiencing communication or interaction difficulties, requiring an individual specific intervention in order to achieve access to learning;
- showing difficulty developing literacy or numeracy skills;
- having sensory or physical problems, which continue despite the use of specialist equipment;
- having communication and / or interaction problems, which continue despite curriculum differentiation.

The teacher will consider an appropriate approach such as:

- agreeing the level of provision to be provided in consultation with the SENDCO. This could include using resources from an outside agency;
- formulating the SEND support plan and ensuring there are living records that set out exactly what needs have been identified, how to remove key barriers to learning effectively i.e. what works, and the clear outcomes to be achieved within a termly time frame;
- evidencing progress according to the outcomes in the SEND support plan and feeding into progress meetings;
- further differentiating by providing different materials or equipment;
- deploying support staff and managing the delivery of appropriate intervention;
- monitoring the effectiveness of these interventions and plan next steps;
- deploying and managing staff within their team to work closely with pupils when appropriate;
- providing more effective strategies via staff development or training;
- providing group support;
- providing interventions and monitoring their effectiveness by providing extra adult time;
- using other agencies and LA support for advice on strategies and equipment or staff training;
- consulting with parents.

The SENDCO will:

- consult with parents;
- advise and support the class teacher;
- maintain a record of all children who are receiving SEND support;
- ensure an appropriate SEND support plan is in place to record strategies for pupil progress by concentrating on three or four individual targets that closely match the pupil's needs;
- ensure targets are reviewed termly and will record the extent to which targets have been met and agree next steps;
- ensure that new targets are set termly, new strategies are outlined and the provision made;
- ensure relevant background information is in place.

After a graduated response to the child's needs and three cycles of SEND Support have been completed (Assess, Plan, Do, Review) it may be appropriate to discuss a request for an Education, Health and Care Assessment from the Local Authority.

An Educational, Health and Care Plan (EHCP) will:

- outline details of the LA's assessment of the child's special educational needs;
- state the special educational provision which will be made to meet those needs;
- identify the type of school which the LA believes would be appropriate to make such provision;
- identify either the school which it considers to be suitable or the school for which the parents have expressed a preference;
- state where the special provision is to be provided otherwise than at school.

The annual review will:

- assess the progress of the pupil in relation to the targets set on EHCP;
- review the provision made for the pupil;
- set new targets for the following year.



A transitional review takes place when pupils leave primary school and transfer to secondary school. This enables the receiving school/academy to plan appropriate provision for the child. Careful planning to ensure smooth transition from each year group will be implemented for all our children.

### **Complaints procedure**

At St Matthew's, we have an open-door policy, which encourages parents to come in when and if they have a concern.

Parents who feel this is unsatisfactory will be able to access the school complaints policy, which is available on the school's website.

### **Raising awareness of this policy**

This policy will be highlighted through:

- the school's prospectus;
- the school's website and SEND Information Report;
- the staff handbook;
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- meetings with school personnel;
- reports such as annual report to parents, headteacher reports to the LGB and reports to CDAT.

### **Equality impact assessment**

Under the Equality Act 2010, schools have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and CDAT believes that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality.

### **Evaluation and review**

An evaluation of the effectiveness of the SEND provision provided by St Matthew's will be undertaken annually by the designated governor on behalf of the LGB and reported to parents in the annual governors' report.

The LGB will provide an annual report of the effectiveness of SEND provision to CDAT as well as reporting any significant progress or challenges in relation to SEND as part of termly progress reports.

A review of the SEND documents will be undertaken annually.