



**ST. MARK'S CE SCHOOL**

ONE SCHOOL - SERVING ALL - THROUGH EXCELLENCE

# **St Mark's CE School**

## **Special Educational Needs and Disabilities (SEND) Policy**

**2023 – 2024**

**Date: Autumn 2023**

**Review: Autumn 2024**

# Special Educational Needs and Disability Policy

SENCO – Lauren Lambert

SEND Governor – Gerry Gibbs

Our school SEND Policy and SEND Information Report are based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2014) and the following legislation and guidance:

- Part 3 of the Children and Families Act 2014, and associated regulations which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinator (SENCOs) and the SEND information report
- Working Together to Safeguard Children (2013): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children
- Equality Act 2010: Advice for schools: Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act
- Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission
- Supporting pupils at school with medical conditions (2014): statutory guidance from the Department for Education

## **Definition of Special Educational Needs**

*A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:-*

- *has a significantly greater difficulty in learning than the majority of children of the same age*  
*or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions.*

(See p4 of Special Educational Needs and Disability Code of Practice : 0 - 25 years).

## **Special Educational Provision means:**

*For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nurseries, mainstream post-16 institutions or by relevant early year providers. For children under two years of age, special educational provision means educational provision of any kind.*

(See p5 of Special Educational Needs and Disability Code of Practice : 0 - 25 years).

## **Rationale**

At St Mark CE School we believe that every child deserves equal access to opportunities and that education has the capacity and the possibility to change lives for the better. Here teaching and learning is built upon a foundation that is inclusive, supportive, challenging and empowering. We promote high expectations, aspirations and an intense engagement in learning. This supports learners in establishing the values, attitudes, skills and knowledge through which they will be able to achieve success, gain fulfilment in the future and become life-long learners.

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

Teachers are responsible and accountable for all the children in their classes and ensure high quality inclusive teaching, including adaptive teaching, by planning lessons that ensure that there are no barriers to every pupil achieving.

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including those with SEN and those who access support from teaching assistants or specialist staff. High quality inclusive teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. The DfE believes that the majority of pupils can make progress through such teaching. Additional intervention and support cannot compensate for a lack of good-quality, personalised teaching.”

Our policy has been reviewed and written to reflect the Code of Practice 0-25 guidance.

### **Aim**

We firmly believe that everyone can learn more, if they are taught appropriately, whatever they have previously achieved. At St Mark’s CE School we believe there is no ‘ceiling’ or upper limit to learning and we aim to ensure that all children build learning capacity to make progress and exceed their potential whatever their individual need.

### **Objectives**

In order to meet the special educational needs of our children we:

- Identify those children who have SEND as soon as possible.
- Provide intervention at a suitable level when a child is identified as having SEND.
- Use a variety of teaching styles and adaptive teaching to allow children with SEND to access the National Curriculum.
- Use resources effectively to support children with SEND.
- Assess and keep records of the progress of children with SEND.
- Work with outside agencies who provide specialist support and teaching for children with SEND.
- Inform and involve the parents of children with SEND so that we can work together to support our children.
- Encourage active involvement by the children themselves in meeting their needs.
- Provide ongoing training for all staff working with children with SEND.

### **Identifying special educational needs**

The school follows the guidance contained in the Special Educational Needs and disability Code of Practice: 0 - 25 years (2014). This recommends a graduated approach.

The Code does not assume that there are hard and fast categories of special educational need, but recognises that children’s needs fall into four broad areas. These are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

When identifying the needs of pupils at St Mark’s CE School, we consider the child as a whole. Some factors that may impact on a child’s progress and attainment are not always due to SEN. Examples of these are listed below:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the pupil premium

- Being a looked-after child
  - Being a child of a serviceman/woman.
- Details concerning these aspects can be seen in the relevant school policies.

Behaviour is not considered a SEN in itself, as behaviour is seen as indicative of an underlying need.

### **The approach to providing SEND support**

High quality inclusive teaching, including adaptive teaching	The needs of the majority of children will be met in the classroom. In all classes, teachers are responsible for the teaching and learning of all pupils, including those with SEND. The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. If a child is below age-related expectations or has made less than adequate progress then the teacher will complete a 'Cause for Concern' form and submit this to the SENCO. After a dynamic assessment of needs the child may then be put onto the school's SEND register. Parents will be informed.
School Support	Those that are in danger of under achieving but will make progress with some targeted provision in/out class. This is noted on their SEN Support Plan, which follows the recommended Assess, Plan, Do, Review cycle. If the child's progress is not accelerated as a result of this provision then consideration will be given to whether any outside agencies are required at this point. Parents can have access to their child's SEN Support Plan through the Edukey Provision Map website.
Statutory EHCP (Education Health Care Plan).	If a child has complex SEN needs, and is at risk of not making expected progress from their starting point the school, parent or social worker may consider applying for an Education Health and Care Plan (EHCP). If this is granted the child will receive specific support in or/and out of class partially funded by the Local Authority in conjunction with on-going school targets and personalised curriculum.

Parents and children will be informed and included at all stages of support.

### **The Graduated Approach**

In accordance with the SEND Code of Practice (2014), St Mark's CE School uses the 'Assess, Plan, Do, Review' approach as explained below:

- **Assess:** Once a concern has been raised regarding a child's progress, the class teacher will carry out a clear analysis of the pupil's needs with the support of the SENCo.
- **Plan:** The teacher, in consultation with the SENCo, parent and pupil should agree the adjustments, support and interventions to be put in place, as well as the expected impact on progress. Interventions will be recorded on the child's SEN Support plan. Each child will also have personal targets with specific outcomes to be achieved.
- **Do:** The class teacher remains responsible for working with the child on a daily basis. Where interventions involve group or one to one teaching away from the class teacher, the teacher will still retain responsibility for the child's progress.
- **Review:** class teachers, with the support of the SENCo, will arrange to meet parents three times a year to review children's progress. This is often in line with the school's usual parents evenings. Prior to the meeting the class teacher will have ascertained the child's views on how he/she feels they are progressing. If the child has an Education and Healthcare Plan parents/carers will be invited to a review meeting arranged by the SENCo. Parent/carer's views and that of their child, along with recent assessments by any external agencies will be discussed to ensure that the plan remains relevant.

If at the review stage, it is decided more expert help is required then with parent/carer's consent school will make a referral to the appropriate external agency such as the Educational Psychologist, Speech and Language Therapy service or Specialist Inclusion Partnership and Outreach Service (SIPOS). After assessment and discussion with the parent/carer and the class teacher a programme of support is usually then provided. A copy of any written reports will be sent to the parent/carer, which hopefully will be shared with the school.

## **Requesting an Education, Health and Care Plan (EHC Plan) / Statutory My Plan**

Where, despite all of our best endeavours, the child still makes little progress in the areas targeted, or requires a significant amount of support over and above the school's notional budget we will discuss with the parents and child the need for us to approach the LA to request a statutory assessment for an EHC plan. (This may or may not result in the LA issuing an EHC plan.) If the LA decide to go ahead with the statutory assessment the Local Authority SEND Lead Worker will co-ordinate the assessment and write a draft EHC Plan in conjunction with the parent/carer, child, external agencies and school to submit to the LA.

Where a child has an EHC Plan, the school will carry out an annual review. The parent/carer, child, SEND lead worker, the LA, outside agencies, SENCO and the class teacher will be invited to attend. The EHC Plan will ensure a collaborative, joined up approach to support the child. Parents/carers of children with a statutory EHC Plan have the right to request a personal budget. If this is requested, the SEND lead worker and the LA will provide support on this.

## **Local Offer**

Southampton LA has compiled a local offer which details all the services and support available for children and young people with SEND.

The link for this is: [Southampton Local Offer](#) or can be found at [www.southampton.gov.uk](http://www.southampton.gov.uk)

## **SEND Information Report**

St Mark's CE School's SEND Information Report details the support and provision that we are able to offer children and young people with SEND. This is available on our St Mark's CE School's website under the 'SEND' heading and also in paper format if requested from our school office.

## **Links and use of outside agencies**

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENCO or SENCO Assistant will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Local Education Team including the Educational Psychologist (E.P), Speech and Language Therapy, Specialist Advisory and Outreach Service, Health teams and LA personnel. Any or all of these agencies may be involved.

## **Partnership with parents/carers/children**

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are invited to be fully involved in the identification, assessment and decision-making process in the school. Parents/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing SEN Support Plans and EHCP's. The school will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. In our schools, we encourage children to participate in their learning. We encourage them to have a voice in deciding the priorities for our School Development Plan through the school council. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEND this includes discussing the strategies for their success. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

## **Links with other schools, and agencies including the voluntary sector**

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings where necessary. Children are invited to visit for induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage.

Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, SENCO and by their peers to ensure that they have a smooth transition.

In some cases the SENCo will arrange extra transition meetings and visits if it will benefit the pupil moving to secondary school.

The SENCo attends local cluster meetings and are able to network with staff from other local schools.

### **Training and Resources**

Most of the resources used by children having special educational needs are available within the classroom. St Mark's CE School school has 'The NEST' where interventions for therapeutic approaches are carried out by our ELSA (Emotional Literacy Support Assistant). Money may also be spent on further additional resources, staffing costs and time allocated to the SENCo to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCo.

Through the monitoring and evaluating of our provision the SENCo, with the Senior Leadership Team will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the School's Improvement Plan and/or performance management objectives. Staff who attend further courses will feedback on courses attended through staff meetings or department/faculty meetings. The effectiveness of such professional development will be monitored and evaluated by the SENCo, and information provided during the annual evaluation of the school's overall SEN provision.

Training is provided for class teachers and TAs by the SENCo and Senior Leaders and outside specialists to ensure all staff are up to date with current thinking and have a clear understanding of their roles and responsibilities.

### **Admission arrangements**

The admissions policy is based on the agreed criteria with Southampton local authority admissions department. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. If a child is transferring into the school with an EHCP, or has been receiving extra support in their previous school, the continuation of this support will be negotiated with the LA to ensure their needs can be met.

### **Roles and responsibilities**

At St Mark's CE School there is a local Governing Body member who has been assigned as the link member for SEND. The Executive Headteacher will report to the SEND link Governor on the overall progress of pupils with SEND and be involved in the strategic development of SEND policy and procedure within our school. The SENCo will provide information for analysis and scrutiny.

The SEND link Governor for St Mark's CE School is Gerry Gibbs

The Governing Body, working with the Head teacher and SENCo, need to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

The Governing Body play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND policy.
- They are up to date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the Academy Development Improvement Plan and the school's self-evaluation process.
- The quality of SEND provision is continually monitored.
- An annual report is provided to parents.

- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision for their learning.

The Governing Body must ensure that there is a qualified teacher designated as SENCO for the school.

(See p97 of Special Educational Needs and Disability Code of Practice: 0 - 25 years).

The school's Governing Body must ensure that arrangements are in place in schools to support pupils at school with medical conditions and should ensure that school leaders consult health and social care professionals, pupils and parents to make sure that the needs of children with medical conditions are effectively supported.

(See p 44 of Special Educational Needs and Disability Code of Practice : 0 - 25 years).

(Governors and school should refer to *Supporting pupils at school with medical conditions (2014)*: statutory guidance from the Department for Education.)

In compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010 the Governing Body must take all steps not to discriminate against disabled children in their admission arrangements, in the education, exclusion and associated services provided by the school for its pupils or in relation to exclusions from the school. School governors must publish three-year plans showing how they will increase access for disabled children to the curriculum, the physical environment of the school, and written information in alternative formats. Please see our Accessibility Plan.

### **Executive Head Teacher**

The executive head teacher is ultimately responsible for the day-to-day management of provision for pupils with SEND but this is delegated to the SENCo. The executive head teacher should keep the governing body fully informed about the provision and any issues that arise. The executive head teacher should advise the governing body on policies and practice that address barriers to including pupils with SEND. The executive head teacher should also work closely with the SENCO or SEND team and should ensure that the relationship between the SENCO/Inclusion Team and other staff in the school is mutually supportive.

Every school must appoint a 'responsible person' for SEND. This is usually the executive head teacher, but the chair of governors or a governor appointed by the governing body might take on that responsibility. The 'responsible person' must make sure that all those who are responsible for teaching a pupil with a statement of SEND are told about the statement.

### **Teachers and support staff (may include part-time teachers, Higher Level Teaching Assistants etc.)**

Teachers and support staff should be involved, as appropriate, in the development of the school's SEND policy. All staff need to be aware of the school's procedures for identifying, assessing and making provision for pupils with SEND. Teachers are responsible for devising strategies and identifying appropriate methods for ensuring access to the curriculum. This includes strategies for providing adaptive teaching. Teachers meet regularly with the SENCo or Senior Leaders to examine their strategies and methods to see if they can make improvements that will help pupils to access the curriculum. All staff in the school or setting who may come into contact with a pupil who has SEND should be advised of the planned strategies for meeting the pupil's needs. Teachers will be asked to provide the SENCO with feedback on the pupil's progress as part of the process reviewing his/her needs. All class teachers have a responsibility for those pupils in their classes, with Special Educational Needs. The class teacher or tutor is the contact 'key person' for parents to discuss their child's SEND needs.

### **Teaching Assistants (including General TAs, Named Pupil Allowance, etc)**

Teaching assistants work under the guidance of the class teacher and with the support of the SENCO and Head of School, to support pupils, both within the classroom and in withdrawal groups. The school maintains a strict policy of not having 1:1 TA's unless specifically stated in a child's EHC plan by the local authority. TAs are assigned to some classes to support the progress of all pupils, including those with SEN. The named pupil allowance for some children with EHC plans is used in accordance for delivering the provisions stated on the plan, as well as staff training, planning time, meetings and additional resources or equipment. The effective use of these funds is measured against the progress towards the outcomes as stated on the EHC plan.

## **SENCO**

The SENCO (Special Educational Needs Co-ordinator) is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- Overseeing the day-to-day operation of the special educational needs policy.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support.
- Liaising with early year providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being the key point of contact with external agencies, especially the local authority and its support services.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Liaising, in conjunction with class teachers, with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Ensuring that the school keeps the records of all pupils with SEND up to date.
- Overseeing the provision for each child and the impact this has on their academic and emotional progress. This is monitored through the child's SEN Support Plan or EHCP.
- Applying for Education, Health and Care plans where appropriate
- Chairing Annual Reviews for pupils with an existing EHCP.
- Overseeing and maintaining specific resources for special educational needs
- Working alongside staff in assessing children's needs and ensuring that children make progress.
- Contributing to the in-service training of staff.
- Monitoring, evaluating and reporting on provision to the Governing Body in conjunction with the designated responsible person.
- Liaising with parents of children with special educational needs, where requests and information cannot be dealt with by the class teacher or tutor.
- Monitoring of expertise and training needs within the school - where a need is identified, the SENCo will find training or support.

### **Storing and Managing Information**

Records are kept online within the school's secure system. Information from feeder schools is sent to St. Mark's as part of the transition process. This information is sent on to new/secondary schools when pupils leave St Mark's as part of the transition process. In some cases the SENCo will contact the schools if the need arises.

### **Dealing with Complaints**

If parents/carers are unhappy about provision for their child they should follow the school's Complaints Policy.

### **Criteria for evaluating the success of the policy**

The policy will be evaluated against the objectives stated on page two and measured by:

- Teachers' planning reflecting the learning objectives for children with special educational needs.
- Parents being involved when individual targets are set for children by discussing and receiving copies of their child's SEN Support Plan or EHCP according to the level of need.
- Children being involved in discussing, constructing and reviewing their own SEN Support Plan targets or EHCP.
- Child attainment or progress, as measured by objective testing and teachers' professional judgement, being raised and appropriately acted upon.
- Discussions between the SEND governor and SENCo to monitor the progress of children.
- The School Development and Improvement Plan priorities which include the provision for SEND.
- Value for money review of our Special Educational Needs funding.
- Any external evaluation or inspection.

### **Date of review**

This policy will be reviewed in Autumn Term 2024 and shared via the website.