Prestbury St. Mary's Federation
Policy for

Special Educational Needs

June 2024

POLICY FOR SPECIAL EDUCATIONAL NEEDS

This policy complies with the statutory requirement laid out in the SEND Code of Practice (September 2014) and has been written with reference to the following guidance and documentations:

- SEND Code of Practice 0-25 2015
- 2014 Children and Families Act
- Keeping Children Safe in Education 2023
- Equality Act 2010: advice for schools DfE February 2013
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 (September 2014)
- Safeguarding Policy
- Supporting Children with Medical Conditions
- Accessibility Plan
- Policy and Guidance on the use of Physical Intervention
- Teachers Standards 2012 (Updated 2021)
- This policy was created by the school's SENDCo with consultation with the SEND Governors, all staff and parents of pupils with SEND.

SAFEGUARDING

All staff are aware that children with SEND can face additional safeguarding challenges.
There can be additional barriers that exist when recognising abuse and neglect in this group of children. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; being more prone to peer group isolation than other children; the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers. To address these additional challenges, we recognise the need for extra pastoral support for children with SEN and disabilities and also to have an increased awareness of pupils' needs. Any concerns raised by staff may lead to consideration of the concern under safeguarding or child protection procedures.

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child safety by the arm, to more extreme circumstances where a child needs to be restrained to prevent violence or injury to themselves or others. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as blocking a child's path, or active physical contact such as leading a child by the arm out of the classroom. For further information please see the Policy on the use of Physical Intervention.

ETHOS

We strive to create a sense of belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and a system for early identification of barriers to learning and participation. All pupils with Special Educational Needs and/or a Disability (SEND) play a full part in the daily life of the school and are encouraged to join in all activities. **Every teacher is a teacher of every child including those with SEND.**

VISION

All children have a human right to be educated alongside their peers. At Prestbury St. Mary's Federation we are fully committed to meeting the needs of those pupils with Special Educational Needs so far as is reasonably practicable and compatible with the provision of the efficient education of other pupils. In meeting these responsibilities, Prestbury St. Mary's Federation has due regard to the SEND Code of Practice 2015 and the Equality Act 2010. We aim to provide an inclusive curriculum that provides equality of opportunity and high achievement for all children regardless of age, gender, background or disability. Our policy aims to enable pupils with SEND to reach their full potential and be fully included in their school community. We welcome all children, in line with our School Admissions Policy, no matter what their needs. We are Team Prestbury.

Definition of Special Educational Needs and or Disability

Prestbury St. Mary's Federation follows the SEND Code of Practice 2015 definition:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- **(a) Have significantly greater difficulty in learning than the majority of others of the same age: or**
- **(b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions."**

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities."

This SEND policy details how Prestbury St. Mary's Federation will make provision for pupils who have SEND and how these needs will be identified and made known to all those who teach them, and their parents and carers. Wherever possible the schools will use systems already in place for the tracking and support of all pupils as a whole school approach to achievement for all. The schools will have regard to the current code of practice and will prepare to use new legislation and policy as soon as practically possible after its publication.

Children should not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught

Principles and Values

In providing for those pupils defined as having Special Educational Needs (SEND) at St. Mary's we seek to:

- Ensure that all pupils are valued equally
- Ensure that all pupils make progress
- To work with the Governing body to enable them to fulfil their statutory monitoring role with regard to the Policy for SEND
- Work in close partnership with parents/carers and children
- Ensure that Special Educational Needs are identified and assessed as early as possible
- Ensure pupils' needs are met as soon as is practicable
- Ensure that all children have access to a relevant, broad and balanced curriculum
- Work proactively with the LA and other agencies, including Social Services, parent support groups, psychologists and medical services, in identifying, assessing and meeting Special Educational Needs
- Monitor, review and evaluate policy and provision on a regular and systematic basis.
- Ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Partnerships

At Prestbury St. Mary's Federation, we believe that to meet successfully the needs of children with SEND, requires strong partnership between all those involved – the LA, parents/carers, children, staff and other agencies. We realise the importance of a clear understanding of roles and responsibilities, including clarity of information and good communication.

Partnership with Parents/Carers

When a child is in the care of the Local Authority (LA), the carers are accorded the same rights and responsibilities as parents.

At Prestbury St. Mary's Federation we value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents, recognising and respecting their roles and responsibilities. Parents are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. In order that parents play an active part in their child's development. The school endeavours to provide relevant information so that parents can support their child at home.

At St. Mary's, we endeavour to support parents so that they are able to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEND Framework
- understand procedures and documentation
- make their views known about how their child is educated

- have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents are encouraged to seek help and advice from the LA and /or Parent Information Services, which should provide support, information and relevant training.

The school informs parents when special needs are first identified and will keep parents informed of any changes, encouraging them to participate from the outset and throughout their child's educational time at the school.

At St. Mary's, we acknowledge the difficulties parents can face when their child is going through Statutory Assessment; therefore, we endeavour to provide additional support through this process.

Parents are informed of the Special Educational Needs Policy implementation through the School Prospectus. This policy is also available to parents on request and is on the school website.

Roles and Responsibilities

Provision for pupils with Special Educational Needs is a matter for the school as a whole. In addition to the SENDCo, Executive Head Teacher and Governing Body, all members of staff have important responsibilities.

SENDCo

The SEND Co-ordinator, together with the Head Teacher, plays a key role in determining the strategic development of the SEND Policy and provision in the school in order to raise the achievement of children with SEND.

The SENDCo, Mrs Lunnon, takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents and carers and other agencies. The SENDCo provides relevant professional guidance and CPD to colleagues with the aim of securing high-quality teaching for children with SEND.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCo collaborates with the class teachers so that the learning for all children is given equal priority.

At Prestbury St. Mary's Federation, the principle responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision

- Liaising with, and advising, teachers
- Advising on a graduated approach to providing SEN Support
- Advising on deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Line-managing specific teaching assistants including performance management
- Overseeing the records of all children with SEND
- The administration and management of EHCP requests and reviews, My Plans, My Assessments/ My Plan+ and SEND Register
- Liaising with parents of children with SEND
- Contributing to the CPD of all staff
- Working with Governors to ensure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Liaising with external agencies, including the LA, Educational Psychology Services, Health and Social Services and any other outside agencies.
- Liaising with potential next providers of education to ensure the pupil and their parents/carers are informed about options and a smooth transition is planned
- Being a key point of contact with external agencies, especially the Local Authority and Local Authority Support Services

Executive Head Teacher

The Executive Head Teacher has responsibility for the day-to–day management of all aspects of the school's work, including provision for children with Special Educational Needs. The Executive Head Teacher will work closely with the SENDCo and together they will keep the Governing Body fully informed on Special Educational Needs issues.

The Governing Body

The Governing Body, together with the Head Teacher, SENDCo and staff at Prestbury St. Mary's Federation, has agreed this policy and the procedures for meeting the needs of those pupils with Special Educational Needs, with or without an Education Health Care (EHC) Plan. The Special Needs Governors generally oversees the school's provision and monitor attainment of children with SEND.

The SEND Governor is involved in developing and monitoring this policy. They are kept up to date about the provision, deployment of funding, equipment and personnel resources. The Governing Body should:

- Do its best to ensure that the necessary provision is made for any pupil who has Special Educational Needs
- Ensure that where the 'responsible person' – the Head Teacher or the appropriate Governor – has been informed by the LA that a pupil has Special Educational Needs, those needs are made known to those who are likely to teach them
- Ensure that all teachers are aware of the importance of identifying and providing for those pupils who have Special Educational Needs

- Ensure that a pupil with SEND is fully included in the activities of the school, together with pupils who do not have special needs, as far as is reasonably practical. This should be compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated, as well as the efficient use of resources
- Ensure SEND provision is an integral part of The School Development Plan

Expectations of all Staff

All staff should be involved in the development of the school's SEND policy and be fully aware of the procedures for identifying, assessing and making provision for pupils with SEND.

Teaching Assistants

Teaching Assistants, employed to support a child with special needs, have appropriate responsibility for the child's specific needs during their time with that child. The TA should liaise with the class teacher and SENDCo on planning, on pupil response and on progress.

TAs are expected to:

- Show responsibility for a range of different settings (e.g. 1-1 or classroom)
- Help with the development of targets
- Monitor and record progress
- Contribute information for reports
- Support the running of interventions and work with small groups outside the classroom
- Liaise with class teachers and SENDCo

Teaching Staff

Class teachers are fully involved in providing for the needs of the children in their care, in writing targets and collecting additional information for the SENDCo and other agencies.

Class teachers are responsible for setting suitable learning challenges, responding to pupils' diverse needs, for overcoming potential barriers to learning and for monitoring progress.

Staff should (based on the Teaching Standards of 2012):

a) Adapt teaching to respond to the strengths and needs of all pupils.
b) Know when and how to differentiate appropriately, using approaches which enable all pupils to be taught effectively.
c) Have a secure understanding of how a range of factors can inhibit pupil ability to learn and how best to overcome these.
d) Demonstrate an awareness of the physical, social and intellectual development of children, and how to adapt teaching to support pupils' education at their stages of development.
e) Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and to be able to use and evaluate distinctive teaching approaches to engage and support them.

To fulfil wider professional responsibilities, staff should:

a) Make a positive contribution to the wider life and ethos of the school.
b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support including Teaching Assistants and other specialists.
c) Deploy support staff effectively.
d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
e) Communicate effectively with parents with regard to pupils' achievements and wellbeing.

Staff must uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:

a) Treating the pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teacher's professional position.
b) Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
c) Showing tolerance of and respect for the rights of others.
d) Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
e) Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Identifying SEND

For some children SEND may be easily identified at an early age. However, in some children this may only become evident as they develop. Through close monitoring of pupil progress by class teachers, subject leaders, phase leads and the senior leadership team, children can be identified as having made less than expected progress which can be: significantly slower than that of peers starting from the same baseline, failing to match or better the child's rate of previous progress or failing to close the attainment gap between the child and peers.
When progress continues to be less than expected, then the SENDCo with the class teacher will pursue further assessments to establish whether the child has SEND. Whilst gathering evidence, including views from the parents and pupils, the school will hasten to put in place extra teaching or rigorous interventions to secure better progress, as required.

If the school is aware that a child has Special Educational Needs before they enter school; every effort will be made to liaise closely with the previous school setting, other agencies and the parents to enable the school to provide additional support if necessary and practicable.

If a child is identified as having a Special Educational Need after assessment, the school will endeavour to:

- Use information from the child's previous educational experience to provide starting points for the development of an appropriate Curriculum for the child
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class
- Use a selection of assessments to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties
- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that these form the basis for planning the next stages of learning
- Involve parents in developing and implementing a joint approach at home and in school

A Graduated Response

Prestbury St Mary's Federation will adopt a graduated response to meeting special educational needs. As outlined in the inclusion statement in the National Curriculum in England KS1 and KS2 Framework document Sept 2014, Prestbury St Mary's Federation will provide quality first teaching, differentiated for individual pupils, as the first step in responding to pupils who may or may not have SEND. The Senior Leadership Team regularly monitor the quality of teaching and learning within the school.

Areas of Need

The new Code of Practice 2015 identifies difficulties from the following four SEND categories and the nature of a child's difficulties will predominantly fall within these:

Communication and Interaction (C&I)

Pupils with Speech, Language and Communication Needs (SLCN), may have difficulty with one, some or all the different aspects of SLCN.

Pupils with Autistic Spectrum Disorders including Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction. They may also have difficulties with language, communication and imagination, which can impact on how they relate to others.

(6.28/29 SEND C of P, Jan 2015)

Cognition and Learning (C&L)

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD),

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

(6.30/31 SEND C of P, Jan 2015)

Social, Emotional and Mental Health Difficulties (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Schools should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

(6.32/33 SEND C of P Jan 2015)

Sensory and/or Physical Needs (SPN)

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These

difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.
(6.34/35 SEND C of P Jan 2015)

Monitoring Progress

At Prestbury St Mary's Federation, the progress of all pupils is monitored throughout the school by the class teacher, who should keep records and provide differentiated work, where appropriate. Where the teacher is concerned about a child's progress, the following procedures will be followed.

In order to meet the needs of individual children and gain additional support from other agencies, it is necessary for the class teacher to monitor the progress of the pupil closely in the first instance, before providing a range of intervention strategies and support to meet the needs of the child.

The class teacher will notify the SENDCo and Executive Head Teacher of their concern. Consultation with the SENDCo will help to devise appropriate interventions.

The child's parents will be kept informed of the school's concerns and be encouraged to contribute their knowledge and understanding of the child and raise any concerns they may have.

Detailed records of observations, knowledge of a child's strengths and weaknesses, intervention strategies used and concerns expressed must be maintained.

Using this evidence, the class teacher may decide that the strategies in use are not resulting in the child learning as effectively as possible. In these circumstances, the starting point will be a review of the strategies used and the way these might be developed. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the class. Consideration should then be given to helping the pupil through SEN Support.

Identification and Assessment

A pupil is identified as needing provision **additional to or different from** those lessons provided as part of normal class activities involving Quality First Teaching when progress has not been made despite additional interventions and support being provided. Following discussions between the class teacher and the SENDCo about pupil progress using observations, reports and evidence of the further additional support already completed in class, about a child who despite receiving differentiated learning opportunities:

- Makes little or less than expected progress given their age and individual circumstances even when teaching approaches are targeted particularly in a young person's identified area of concern characterised by progress which is: significantly slower than that of their peers starting from the same baseline o fails to match or better the child's previous rate of progress or fails to close the attainment gap between the child and their peers
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment or progress in some curriculum areas;
- Presents persistent emotional difficulties which are not effectively minimised by the approaches used by the school resulting in expert advice being required;

- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

- Makes slow progress in developing literacy and mathematics skills;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the young person's own learning or that of the class groups, despite having an individualised behaviour management programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

At this point children will receive support or interventions appropriate to their needs which are monitored.

If there are sudden, dramatic changes in a child's needs outside of this termly framework, children may be identified as having SEND through discussion with parents, teachers and the SENDCo.

Where children transfer into the school who have already been identified as having SEND the school will have due regard to the assessment and actions of the child's previous school. The school will seek to meet with parents and obtain appropriate records as promptly as possible. It is expected that in most cases this need would continue to be recognised.

Register of Special Educational Needs:

The register of SEN is split into two categories; children receiving school SEN support and children who have an Education, Health and Care Plan.

School SEN Support

Once it has been established that a child has a Special Educational Need or Disability the child will be placed on the Schools SEND register at the School SEN support stage. Children may be removed from the register when no further support is needed. Parents and carers will be informed of these decisions. Based on their primary barrier to learning, children will be identified under one of the following categories of need: 'Communication and Interaction', 'Cognition and Learning', 'Physical and/or Sensory' and 'Social, Emotional and Mental Health'.

The triggers for putting a child on the SEN register will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes:

- Little or no progress even when teaching is targeted in a child's identified area of weakness.
- Shows signs of difficulty in developing basic reading, writing and maths skills which result in poor attainment in other curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the school's behaviour management policies.
- Has sensory or physical problems and has difficulty making progress despite specialist equipment.
- Has communication and/or interaction difficulties.
- Has a medical need.

If the school feels further support or identification is needed, the class teacher and SEND-Co may decide to request support from an outside agency. The school currently works with a number of outside agencies whose services they have bought into, as well as statutory and voluntary services. These include, but are not restricted to, Educational Psychology Service, Advisory Teaching Support, Speech and Language Therapist, Social Services and NHS services.

Interventions

It is St. Mary's responsibility at this stage to provide extra support.

The SENDCo and the class teacher will decide on the action needed to help the child to make progress, consulting the Head Teacher if extra resources are required.

Intervention strategies could include:

- Deployment of extra staff to enable small group or individual tuition (this will depend on the financial resources and staff availability)
- Provision of different learning materials or special equipment
- Staff development and training
- SENDCo time spent on devising the nature of planned intervention

The intention of intervention is to support progress for all children; we believe that interventions should be a short-term measure, not a way of life. Our whole school approach means that interventions will be provided to meet the needs of the pupils currently within school whether they have been identified as having Special Educational Needs or need targeted support as part of a focus group. Children's progress whilst in intervention is tracked through thorough assessment of their progress.

Monitoring Effectiveness of Interventions

The school's tracking systems for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily.

Maths progress is monitored for all pupils through Key Performance Indicators (KPIs) and AR Reader for the majority of pupils. If necessary, the child will be assessed further, using a range of assessments e.g. YARC assessment for reading, the HAST-2 assessment for spelling or the British Picture Vocabulary Scale.

The purposes of this are:

- To give further information about a child.
- To identify possible gaps in their understanding
- To allow assessment of the effectiveness of interventions both for the individual child and for groups of pupils.

- To act as a benchmark from which to track progress

Adequate progress can be defined in a number of ways. It may be progress that:

- Closes the attainment gap between a child and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline but much less than that of their peers (The 2010 progression guidance document will be used to establish this).
- Demonstrates improvements in the child's behaviour.
- Ensures full access to the curriculum.
- Demonstrates improvement in self-help, social and personal skills.

Support offered for improving the Social, Emotional and Mental Health of pupils with SEN.

At Prestbury St Mary's Federation we recognise that some children may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include:

- becoming withdrawn or isolated
- displaying challenging, disruptive or disturbing behaviour

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as:
Attention Deficit Disorder (ADD)
Attention Deficit Hyperactive Disorder (ADHD)
Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of self esteem or other issues such as neglect.
At Prestbury St Mary's Federation we have clear processes to support children and this is linked to PSHE, Behaviour, Equal Opportunities and Accessibility policies. These policies include detail on how the school manages effects of any disruptive behaviour so that it does not adversely affect other pupils. The school provides support for pupil's emotional, mental and social development in the following ways:

We promote positive behaviours through our ELSA Support programme. We also have private play therapists who can work across the schools when such needs arise.

Midday supervisors have been trained to support and defuse challenging behaviour.

Located in the school is a 'worry box' for the Junior children and a 'worry monster' for Infant children to write down any concerns they have about any aspect of their school life. Our Pastoral Teaching Assistants will work with the children to discuss their concerns.

We use 'Jigsaw' to ensure that all children are listened to and we have a School Council for children to share their views and ideas.

My Plan for children at School SEN Support

Assess, Plan, Do, Review

SEND support in the form of My Plans are devised based on four types of action.

Assessment:

Pupils are assessed on entry using the EYFS baseline assessment. The School then assesses both progress and attainment for all pupils termly through Pupil Progress Meetings. These meetings are used to discuss pupils who are not making expected progress or reaching expected attainment targets and considering the reasons for this. At this point a child may become part of a focus/target group to see if their progress or attainment can be improved. This follows the 'assess-plan-do-review' model, as identified in the 'target children entry and exit policy'. If, after a sustained attempt, sufficient progress is not made teachers, SENDCo and parents/carers will be involved in the decision as to whether to identify a child as having a Special Educational Need or Disability (SEND) and place him or her on the register of Special Educational Needs. Children will only be placed on the register if it is felt they have a definable SEN or disability and not simply because they fail to make progress or at the lower end of the ability range.

Plan

Where it is decided to provide a pupil with SEN Support, the parents **must** be notified. The teacher and the SENDCo will agree in consultation with the parent and the pupil the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All identified SEND pupils will have a My Profile and a My Plan.

These include three or four (and no more) short realistic and measurable targets related to the area of concern, suggested strategies to be used by teacher, support staff, parents and pupil and the date the provision starts. The My Plan should include information about:

- The short-term targets set for or by the pupil
- The teaching strategies to be used
- A start date and finish date of the intervention
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when the My Plan is reviewed).

Do

The class teacher and TA will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or teacher, they should still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENDCo will support the class teacher in further assessment of the child's particular strengths and weaknesses, advising on the effective implementation of the support.

Review Process
My Plans will be reviewed three times a year, with input from the SENDCo, pupil, Teachers, Teaching Assistants and outside agencies (if applicable) and directly with parents twice per year.

Pupil Voice
Pupils are invited to submit their views as part of their review. We are keen for all pupils to contribute to the setting of their own targets and strategies.

Parent Voice
Parents are contacted before the review meeting of their child's My Plan targets. They are encouraged to attend the review to share how they feel their child has progressed and any potential areas they feel need to be addressed next.

My Assessment and My Plan Plus at School SEN Support

As the result of a My Plan review meeting the decision may be taken by staff, in consultation with the parents/carers and child, to involve external support agencies. Children may be referred to professionals such as the Speech and Language Therapists, Advisory Teaching Service or Educational Psychologist.

These agencies will provide advice on setting appropriate targets and the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of the child's progress. In some cases they will provide the support for particular activities

The Triggers for outside agency support could be that despite receiving support within school the child:

- Continues to make little or no progress in specific areas over a long period;
- Continues working substantially below that expected of children of a similar age

The SENDCo may organise for further assessments to be completed by the child but support for them will be discussed with parents and if required, action taken. The My Assessment and My Plan Plus follows the same assess, plan, do and evaluate system as the My Plan.

Formal Assessments and Diagnosis

The school does not offer diagnosis or complete assessments needing to be completed by an expert e.g. formal assessments for dyslexia, ASD, ADHD. Parents are advised to contact their GP in these circumstances or the appropriate body to discuss this further.
Prestbury St Mary's Federation will not place a child on the SEND register, progress a child to the next stage of the Graduated Pathway or request support from external services such as the ATS or Educational Psychology, for the sole purpose of meeting NHS threshold requirements for an assessment.

Record-keeping

At Prestbury St Mary's Federation, we acknowledge the importance of keeping records to meet the needs of individual pupils. Please see our GDPR policy. The following procedures are followed:

- Class teachers have responsibility for keeping records of concerns, intervention and progress in the class in the child's individual file.
- The SENDCo is responsible for ensuring that comprehensive records are kept properly and available as needed.
- If the school refers a child for Statutory Assessment to the LA, a record of the child's work, including the resources or special arrangements already in place, is available.
- On transfer to another educational establishment, the school provides full pupil records to the receiving school, even if the receiving school does not lodge a request. Such records include all the information held by the SENDCo, including My Profiles and My Plans (where appropriate).
- Copies will be kept in the school for future reference.
- A record of pupil behavior is logged on the school's internal CPOMS system and transferred when there is a change of setting.

Moving to an Education, Health and Care Plan (EHCP)

A request for an Education, Health and Care Plan will be made where there is significant cause for concern about a child's progress despite prolonged and sustained support at School SEN Support. The school will provide evidence to the Local Authority of the child's needs, the actions taken to support these needs and their outcomes.

Statutory Assessment

The Special Educational Needs of the majority of children in St. Mary's should be met effectively through School SEN Support. However, in a small number of cases, where the child remains a significant cause for concern after intervention including My Assessment, the school will ask the LA for a Statutory Assessment.

Statutory Assessment constitutes consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies, to decide whether a Statutory Assessment of the child's educational needs is necessary. If so, the assessment is conducted in close collaboration with the parents, school and other agencies. The school is aware that Statutory Assessment does not always lead to an Education Health and Care Plan (EHC).

The LA seeks evidence from the school that strategies and programmes implemented over a period of time have been unsuccessful. The LA needs information about the child's progress over time and clear documentation on the child's Special Educational Needs and the action taken to deal with these needs.

Evidence Needed for Statutory Assessment

Prestbury St Mary's C of E Federation should provide:

- The school's action through School SEN Support
- My Plans, My Assessments and My Plan Plus for the pupil
- Record of regular reviews and their outcomes
- Interventions including costs
- The pupil's health, including medical history where relevant
- Development in line with National Curriculum outcomes
- Evidence of progress over time
- Attainments in Literacy and Numeracy
- Educational and other assessments, for example from an advisory specialist, support teacher or Educational Psychologist
- The views of the parents and child
- Evidence of the involvement of other professionals
- Any involvement of Social Services or Education Welfare Service.

The description of the child's learning difficulty and progress, with information about the specialist provision made, forms the basis on which the LA can consider whether a Statutory Assessment is necessary.

If the LA support services, in particular the Educational Psychologist, have been involved, the LA should be able to make a decision relatively quickly on whether a Statutory Assessment is necessary.

In the meantime – and whilst any assessment is being made – the child will be supported through School SEN support, My Plan Plus.

Education, Health and Care Plan (EHCP)

Pupils with an EHC Plan will have short term targets which will have been established after consultation and will include targets identified in the statement of SEND. These targets will be set out in a plan (My Goals) and be implemented, at least in part and as far as possible, in the normal classroom setting.

The delivery of the interventions will continue to be the responsibility of the class teachers. All EHCPs will be reviewed annually with the review taking place in school. The parents/carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made to the EHCP.

All pupils will participate as appropriate in their reviews. They may:

- Attend their review meetings
- Offer their opinion and advice in the setting of targets
- Discuss their achievements/concerns/issues in advance of the review meeting with parents/carers or others as appropriate.

The SENDCo, class teachers and TA's will then discuss the outcome of the in-school review and submit the relevant information to the Local Authority.

Annual Review

All EHCPs must be reviewed at least annually, when parents, the LA, the school and other professionals involved, consider the progress the pupil has made over the previous twelve months and whether any amendments need to be made to the Special Educational Provision.

The timing of the review should reflect the circumstances of the child, for example, when leaving the infant school.

The purposes of the review are:

- To assess the child's progress towards meeting the objectives specified in the EHCP
- To review the special provision made for the child
- To consider the appropriateness of the EHCP in the light of the child's performance
- To consider if the EHCP is to be maintained.

Annual Review Procedures

The LA notifies the school at the start of each term with a list of those pupils who will require an annual review that term.

The SENDCo should provide the LA with a report following each annual review. The SENDCo seeks written advice from

- the child's parents
- anyone specified by the Authority
- anyone else the SENDCo considers appropriate.

The SENDCo circulates a copy of all advice received to those invited to the meeting, at least two weeks in advance.

The school's advice should contain commentary on:

- The child's progress towards meeting the objectives in the EHCP
- Progress towards short-term targets
- The application of the National Curriculum if appropriate
- The progress in behaviour and attitude towards learning
- The continued appropriateness of the EHCP.

Annual Review Meeting

The review meeting will normally be arranged in the school and will be chaired by the SENDCo.

The SENDCo will convene the meeting, inviting the child's parents/carer (parents should be encouraged to attend and contribute their views), the class teacher, the teaching assistant and any other person whom the SENDCo thinks appropriate.

Agenda items should consider:

- Whether the EHC remains
- Whether any amendments are required
- Whether the LA maintains the EHC, or if the LA should be recommended to cease the EHC and the child's needs be met in School SEN Support
- Any new targets to meet the objectives set out in the EHC
- Whether any additions or amendments should be made to an existing transition plan.

After the Annual review, the SENDCo should prepare a report and submit it to the LA no later than ten school days after the review or the end of the school term, whichever is the earlier.

Adaptations to the curriculum teaching and Learning Environment

St Mary's is disability friendly as detailed in our local offer. We generally find that no additional adaptations to the building are necessary for children with physical disabilities.
Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.
The school building is accessible to disabled pupils via a ramp. There are also two accessible toilets and shower facilities.

Prestbury St Mary's Federation has a duty to prepare an Accessibility Plan for pupils with a disability in order to:

- Increase the extent to which pupils with a disability can participate in the Curriculum
- Improve the delivery to pupils of information in a variety of ways.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. The vast majority of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities
All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and

adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Transition Arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes within school or from pre-school to Infant school or Junior school to secondary school as smooth as possible. This may include, for example:

- Visits to pre-school settings and attendance at review meetings
- Additional meetings for the parents and child with the new teacher and staff
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transfer to KS3

When organising the annual reviews, St. Mary's Federation we will consider the following points before the child's transfer to secondary school.

- The move to the secondary school will be considered in the review in Year 5.
- In most cases, it is possible in the Year 5 review to give clear recommendations on the type of provision the child will require at KS3.
- Parents will be encouraged to visit several secondary schools to consider the options available to them.
- If the options are not clear, an interim review will be held early in the Autumn Term of Year 6.
- The child's EHCP should be amended by March of the year prior to transfer. In the light of recommendations of the annual review, the parent's views and preferences and the response to consultation by the LA with the school concerned.
- It is important for placements to be finalised as early as possible in order for advance arrangements to be made.
- The SENDCo of the receiving school will be invited to the final annual review.

Resources

Funding for SEND is received through the LA budget. There is a separate budget allocated for those pupils with EHCPs. Funding for administration, teaching support, other agencies and materials, is provided by the school budget. SEND funding is reviewed annually and reported to parents in the Governors' Report. In addition, the SENDCo receives a budget to spend on resources in collaboration with class teachers.

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The Special Needs Coordinator maintains detailed records of all pupils on the Special Needs Register. These records are held securely on the school server. Paper documents are stored securely in the SENDCo's office. All teaching staff and support staff have access to copies of My Plans for their children and other relevant information.

Information relating to various types of Special Educational Need is stored in the SENDCo's office for easy access, for all teachers and TA's. There are lists of contact addresses for support agencies. There are also names of contacts within the LA or support services so that the work on behalf of a pupil with SEND can continue in the absence of the SENDCo.

St. Mary's has acquired a range of resources to support those pupils with SEND. These can be found in The Learning Den, ELSA room and library.

Evaluation

This policy will be reviewed in line with the School Development Plan and a copy posted on the school website for parents.

Complaints Procedures

In the first instance, parents' complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the Curriculum Complaints Policy.

If there continues to be a disagreement with regard to the SEND provision, the LEA should make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements between the parents and the school. Parents have a right to appeal to a SEND tribunal at any stage.