

St Matthew's CE Primary School

SEND Policy



ST MATTHEW'S
CE PRIMARY SCHOOL

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We believe all children can shine at St Matthew's and we strive for every member of our school family to succeed and flourish with us.

As a church school, we embody our values of respect, kindness, aspiration and perseverance in all we do. Therefore, every family from across our community is welcomed at St. Matthew's and we are proud of our diversity. Our curriculum reflects this and we pride ourselves in providing equal opportunities for all members of its family regardless of disability, religion, sexual orientation, culture, gender, ethnic origin, colour or age. All pupils have access to a fully inclusive curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

As a school, we have high aspirations for our children, and our vision for children to 'let their light shine' reflects this. Our '**Shine Curriculum**' encapsulates everything we desire for our children as they leave us and move on to their next stage of education. We aim to provide our children with a primary education they will always remember and treasure.



OUR SHINE CURRICULUM



Definition of Special Educational Needs

(as stated in part 3 section 20, Children and Families Act, 2014)

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

(2) A child of compulsory school age or younger has a learning difficulty if he or she

- a) Has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision means:

For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, in the area.

St Matthew's knows and believes children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Areas of Need

There are four broad areas of needs (the numerical references link to The Code of Practice):

1. Communication and interaction:

6.28 - children with speech, language and communication needs (SLCN) have difficulty in communicating with others

6.29 – children with an Autistic Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

2. Cognition and learning:

6.30 – support for learning 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) and profound and multiple learning difficulties (PMLD)

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

3. Social, emotional and mental health difficulties:

6.32 – children may experience a wide range of social and emotional difficulties that manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Children diagnosed or displaying needs associated with ADHD are also covered within this category of need.

4. Sensory and/or physical needs:

6.34 – some children may require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Specialist support may be required if a child has a visual impairment, hearing impairment and/or a multi-sensory impairment.

6.35- some children may have a physical disability that could require ongoing support and equipment to enable them to access all the opportunities that are available to their peers.

Roles and Responsibilities

The School's SENDCO is **Louise Moczulski**. Louise can be contacted via the school office on 0161 865 1284, or by emailing admin@stmatthewsco.co.uk. The SENDCO is also supported by Stacey Cavanagh. Mrs Cavanagh can be contacted via the same email.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs and disabilities. The Link Governor for SEND can be contacted via the school office by emailing admin@stmatthewsco.co.uk.

The role of the SENDCO

The SENDCO plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of this policy and provision in school in order to raise the achievement of children with SEND. Other responsibilities include:

- overseeing the day to day provision for pupils with special educational needs within the school
- Ensuring and encouraging all staff are following the schools SEND policy and procedures.
- Fostering good practice throughout the school with reference to the code of practice.
- Co-ordinating the provision for pupils with SEND.
- Liaising with and giving guidance to all staff.
- Creating an annual audit of children with SEND and mapping provision.
- Updating SEND list termly.
- Managing the SEND resources for pupils and staff information.
- Managing Teaching Assistants.
- Overseeing pupils' records.
- Organising Annual Reviews.
- Liaising with the parents.
- Making a contribution to INSET.
- Work with feeder or transition schools.
- Liaising with external agencies, LA support services, Health and Social Services, and voluntary bodies.

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEND pupils
- The commitment required by staff to keep the SENDCO well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEND pupils
- What exactly constitutes a 'level of concern' and at which point SEND is initiated
- Mechanisms that exist to alert the SENDCO to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEND provision
- Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

The role of the Class Teacher

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

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Collaborating with the SENDCO to decide the action required to assist the pupil to progress
- Working with the SENDCO to collect all available information on the pupil
- In collaboration with the SENDCO, develop Learning plans for SEND pupils. The extent of the SENDCO's involvement is at the discretion of the school
- Working with SEND pupils on a daily basis to deliver the learning targets within differentiated planning
- Developing constructive relationships with parents
- Being involved in the development of the school's SEND policy

The role of the Headteacher

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Board well informed about SEND within the school
- Working closely with the SENDCO/SEND team
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

Compliance

This policy complies with the statutory requirements set out in the Special Educational Needs and Disability Code of Practice (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEND Code of Practice June 2014
- St Matthew's SEN Information Report
- Trafford's Local Offer
- St Matthew's Supporting Pupils at School with Medical Conditions
- St Matthew's Safeguarding Policy
- St Matthew's Positive Relationships and Behaviour Policy
- St Matthew's Accessibility Plan
- St Matthew's Complaints Procedure
- Teacher Standards 2012

Intent

- Ensures identification of all children requiring SEND provision is as early as possible in their school career.
- Provision for pupils with SEND focusses on positive outcomes and promotes a graduated approach.
- Ensures parents/carers of pupils with SEND are always actively involved in decisions affecting the SEND needs and/or provision of their child.
- Parents/carers of pupils with SEND are regularly informed and updated of their child's progress and attainment.
- Pupils with SEND are involved, where practicable, in the decisions affecting their future SEND provision, promoting a child-centred approach.
- Delivers a whole school collective approach to SEND, with good quality teaching as a first response
- Pupils with SEND have full access to our inclusive shine curriculum.
- Ensures a suitable level of intervention is in place for any child who is identified as having SEND
- Pupils with SEND have high aspirations make the best possible progress.
- Pupils with SEND take a full and active part in all aspects of school life.
- Provides a differentiated curriculum appropriate to each individual's needs and abilities.
- Provides a secure environment where all children can develop self-confidence, self-esteem and a positive self-image.
- Promotes effective partnerships and a collaborative working environment with outside agencies when and where possible
- Provides on-going and up-to-date training for all staff working with children with SEND

We recognise that many pupils will have Special Educational Needs at some time during their school life. In implementing this policy, we believe that pupils at St Matthew's will be helped to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

Implementation

Identifying Special Educational Needs

At St Matthew's we believe that the early identification of special educational needs enables effective provision to be made, which will then improve the long-term outcomes for a child or young person. We use the following appropriate screening and assessment methods to identify children with additional needs:

- Evidence obtained by teacher observation/ assessment.
- Pupil progress in relation to objectives in the English and Mathematics curriculum (KS1 or KS2).
- Pupils' performance in Early Years against the ages and stages guidelines and the Early Years Profile.
- Standardised screening or assessment tools.
- Evidence/observations from parents/carers.
- Evidence/observations from external agencies. (These may include Educational Psychologists, Health visitors, Speech and Language therapists, Paediatricians and other health professionals.)

Parental permission will be sought to complete these assessments. When children's needs are considered to be more complex, an assessment by an external professional will be pursued e.g. by an Educational Psychologist or Speech and Language Therapist.

Provision

A Graduated Approach to SEND

At St Matthew's we follow the Code of Practice which advocates a graduated approach to meeting pupils' needs. This involves a course of action to remove barriers to learning and put effective special educational provision into place. When a child has been identified as having SEND, the school will intervene through Monitoring, SEN School Support and Education and Health Care Plans.

High, Quality First Teaching

The SEND Code of Practice makes it clear that 'All teachers are teachers of pupils with special educational needs.' Class teachers are responsible and accountable for the progress and development of all of the pupils in their class, including pupils who access further support from teaching assistants, specialist staff or other outside agencies. We believe that all pupils at St Matthew's should receive high quality first teaching as the first step in responding to pupils who have, or may have SEND. The school's leadership team regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

ASSESS – PLAN – DO – REVIEW

Assess

All class teachers are involved with the early identification and assessment of SEND. The core of a teachers' work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and interests. In identifying a child as experiencing difficulties and having SEND, the class teacher should carry out a clear analysis of the pupil's needs and begin to work through the SEND pathway.

The Code of Practice suggests that pupils should only be identified as SEND if they do not make adequate progress once they have received good quality first personalised teaching, reasonable adjustments and SEN support interventions.

At St Matthew's we have a monitoring process, which is non-statutory, to begin the SEND Journey. If teachers have any concerns about a child's learning needs, they may enter a child onto the Monitoring Stage 1, also referred to as *School Action*, with the support of the SENDCO and consent from the child's parents/carers. This follows the assess, plan, do, review model, and individual SMART targets are set. High quality first teaching strategies using Trafford's Graduated Approach are put in place and reasonable adjustments are made. Teachers communicate with parents/carers to inform them of the monitoring, and are given a copy of the Monitoring Stage 1 form when completed. After a short period of 6-8 weeks (approximately one half-term) the impact of the reasonable adjustments made by teachers is reviewed by the class teacher and SENDCO to determine whether the child will continue on monitoring.

Should it be determined a child needs to continue on monitoring, further SMART targets may be set or current ones adapted, and SEN support strategies/interventions (guided by Trafford's Graduated Approach) are put in place and added to the monitoring form. These are completed in collaboration with the class teacher, SENDCO and parents/carers. Further assessments and advice from external agencies may be sought whilst a child is on this stage. After another 6-8 weeks (a half-term), the

impact of the additional provision is reviewed to determine whether the child needs to be added to be identified as needing SEN Support (if the child is not making adequate progress following quality first personalised teaching, reasonable adjustments and SEN support intervention).

St Matthew's uses a range of assessments including teacher observation, individual assessments, information from parents/carers and feeder settings as well as diagnostics tests to determine whether a child placed on SEN support. If an external agency is required to be involved with a child, parents or carers will always be consulted and asked for consent. These assessments will identify children that are making less than expected progress given their age and individual circumstances. This can be characterised by progress which is:

- Significantly slower than that of their peers, starting from the same baseline
- Fails to match or better the child's previous rate of progress

This information is then analysed and discussed with the SENDCO and parents to provide an overall picture of a child's additional needs. The progress of a child, alongside national data and expectations of progress are also considered. As advocated in the Code of Practice, once pupils have been identified as having SEN and meet the criteria in the definition, the school will intervene by entering a child on SEN School Support Stage.

Plan

At this stage the decision will be made about what additional provision is required.

A one-page pupil profile will be developed with the child, class teacher, SENDCO and in consultation with the parents. This enables a child's view to be accounted for from the early stage of SEN entry. The views of the child play a critical role in the development of provision. This profile is used as a working document and shared with all staff who are working with the individual child.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's provision map. Parents will be informed and are actively encouraged to be an integral part of this process.

Do

Additional provision/intervention is put in place for an agreed period of time. The class teacher remains fully 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, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review

We review the effectiveness of additional provision/intervention through:

- Monitoring progress made academically against national/age expected levels
- Collecting formal and informal feedback from the teacher, parent and pupil.

The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. This feeds into the analysis of the pupil's needs. The class teacher, working with the SENDCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Should the child reach a stage where it is deemed further support is no longer required, and they are making adequate progress with quality first teaching, they may be removed from the SEND register, with support of the SENDCO. They should still be monitored as previously-SEND to ensure they continue to make adequate progress. (See SEND Pathway.)

Individual Support Plans

Strategies for pupils' progress will be recorded on an Individual Support Plan (ISP). An ISP contains information on:

- QFT strategies and reasonable adjustments that work particularly well for the child
- Long-term outcomes
- Short-term targets
- Teaching strategies
- Provision
- Staff who will deliver provision
- Date of review
- Success criteria
- Entry and Exit data
- The outcome of the review

The ISP will only record provision which is different from or additional to the normal differentiated curriculum, and will concentrate on two or three individual targets that closely match the pupils' needs. The ISP will be discussed with the parent and pupil.

The Nature of Provision

The class teacher, with support from the SENDCO, will decide the action required to help the pupil progress. Actions that may be undertaken include:

- Quality First Teaching in class through additional support by the teacher and/or teaching assistant and a fully differentiated curriculum.
- Provision of alternative learning materials/special equipment
- Provision of additional adult time in interventions outside of class
- Periods of withdrawal from class to work with additional adults/outside agencies
- Support from specialists within class
- Access to support and advice from Trafford LA SEND services

Referral for an Education Health and Care Plan

St Matthews will request a Statutory Assessment for an Education Health and Care Plan (EHCP) from the Local Authority when, despite an individualised programme of sustained intervention and support, the pupil remains a significant cause for concern. A request for an EHCP is usually made by the school but can also be requested by a parent. The decision for St Matthews to make a referral for an EHC Plan will be taken at a progress review meeting including the class teacher, SENDCO and parents.

Information will be gathered to support a referral for an EHCP. Information will include:

- Action that had already been undertaken to support the pupil
- The pupils' Individual Education Plans
- Records and Outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Pupil's most recent attainment
- Relevant observations and assessments from specialists such as support workers and Educational Psychologists
- The views of parents
- The views of the child
- Any other involvement by other professionals

Education, Health and Care Plan (EHCP)

Following Statutory Assessment, an EHC Plan will be provided by Trafford Local Authority, or the authority in which the child lives, if it is decided that the child's needs are not being met by the support that is ordinarily available. A request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP may state that an alternative educational setting is more appropriate to the pupil's needs.

The school and the child's parents/carers will be invited to be involved in the process of developing and producing the plan.

An EHCP will include details of learning objectives for the child. These are used to develop targets and establish provision.

There is no requirement to specify funding in an EHCP. However, under s.42 Children and Families Act 2014, local authorities (LAs) have a legal duty to arrange the educational provision specified in section F of an EHCP. This includes ensuring adequate funding. The EHCP must set out all of the special educational needs of the pupil, and make provision for each of those needs. School may be expected to fund up to a notional £6,000 towards the pupil's support from their SEN budget, with LAs providing top up funding.

EHCPs must be reviewed annually and can be reviewed at any time should the child's circumstances change, or concerns raised about the nature of provision. The SENCO will organise these reviews and invite:

- The pupil's parent.
- The pupil if appropriate.
- The relevant teacher.
- Any other person the SENCO or parent/carer considers appropriate including health or educational professionals.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Links with other agencies, organisations and support services

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEN pupils. When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Health Visitors
- School Nurse
- Speech and Language therapists
- Physiotherapists
- Longford School Outreach
- Trafford SEN Advisory Service (SENAS)
- Occupational therapy
- Trafford Sensory Impairment Support Service
- Thrive Education

Admission Arrangements

Trafford Local Authority manage the admissions process for all children at St Matthew's, except Nursery. The Governing Board believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special

educational needs but without an Education Health Care Plan must be treated as fairly as all other applicants for admission. If a child has known SEND prior to admission, we will endeavour to have a meeting before admission to ensure effective support is in place once they start. This may include a visit to their current provision.

St Matthew's strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with an Education Health Care Plan educated in the mainstream the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Supporting Pupils and Families

St Matthew's firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

We believe a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- continuing social and academic progress of children with a barrier to learning
- personal and academic targets are set and met effectively

St Matthew's will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to Trafford's SEND Information and Support Service (SENDIASS) where specific advice, guidance and support may be given. Parents will also be encouraged to find out more about the local offer of support which is available for disabled children and young people and those who have SEND on the Trafford Service Directory www.trafford.gov.uk/localoffer or by contacting the Family Information Service.

We keep parents informed by:

- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Giving support during assessment and any related decision-making process about SEN provision.
- Working effectively with all other agencies supporting children and their parents.
- Making parents and carers feel welcome.
- Holding regular events as a forum for discussion
- Providing all information in an accessible way.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for the child with parents.
- Making parents and carers aware of further support which can be accessed through local services and voluntary agencies.

- Displaying relevant information on a noticeboard for parents and/or on the school website/app.

The school follows a complaint procedure and this will be followed for any complaints regarding SEND. If you have a query or complaint regarding your child and their special educational need, we would ask that you initially talk to the class teacher, followed by the SENCO if this remains unresolved. There are further stages outlined in the complaints policy should these be required.

In the unlikely instance of the matter not being resolved parents may wish to seek further advice and support. SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) This is a free statutory service to provide information, advice and support to parents / carers and children / young people and those with SEN and Disabilities:

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/service.page?id=fEQ0jVm7p8s>

Pupil participation

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). As a Rights Respecting School, we encourage children of all ages and abilities to take responsibility for their own learning at an appropriate level; stating their views, sharing in the identification of personal targets, self-assessing and evaluating progress, recognising success and reviewing performance.

Staff development and training

Individual training needs are identified through the 'Performance Management' process for all staff and the lesson observation programme for all teachers. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's graduated approach for children with SEND is carried out during staff meetings and Inset days.

Monitoring and Evaluating SEND

In order to make consistent continuous progress in relation to our SEND provision, the school encourages feedback from staff, parents and pupils throughout the year.

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENDCO and subject coordinator
- Analysis of pupil tracking data and test results
 - for individual pupils
 - for cohorts
- Analysis of Intervention data
- Value-added data for pupils on the SEND Register
- Consideration of each pupil's success in meeting targets
- School self-evaluation
- The School Improvement Plan/SEND Improvement Plan
- Feedback from Pupils, Parents and Staff

Record Keeping

Records belonging to children on the SEND register, and those for whom monitoring arrangements are in place, are kept updated by the SENDCO. These records are stored securely, in line with our Data Protection Policy, and with the General Data Protection Regulation (GDPR) 2018. Pertinent information is shared with teaching staff, and other professionals involved in the child's care and support and with parents in an accessible format. The School uses CPOMS (Child Protection Online Monitoring System) to facilitate good communication between staff, ensuring that all issues relating to children with SEND are shared and actioned appropriately.

Impact

- Children requiring SEND provision will be identified as early as possible in their school career.
- A Graduated Approach is implemented to support the provision for pupils with SEND.
- Parents/carers of pupils with SEND feel they are encouraged to be actively involved in decisions affecting the SEND needs and/or provision of their child.
- Parents/carers of pupils with SEND feedback that they regularly informed and updated of their child's progress and attainment.
- Pupils with SEND feel they are involved, where practicable, in the decisions affecting their future SEND provision.
- Monitoring of classroom practice reflects good High Quality First Teaching as a first response.
- Pupils with SEND have full access to our inclusive shine curriculum.
- Pupils with SEND have high aspirations and make the best possible progress.
- Pupils with SEND take a full and active part in all aspects of school life.
- The Shine Curriculum is differentiated and meets each individual's needs and abilities.
- Pupils with SEND feel St Matthew's is a secure environment where they have good self-confidence, self-esteem and a positive self-image.
- St Matthew's has effective partnerships and working relationships with outside agencies
- Staff feel they have a good understanding of how best to meet the needs of children with SEND and they feel supported by the SENCO.

Review of SEND Policy

This policy has been written and agreed in conjunction with the Governing Body. The provision for SEND is extremely important to the community of St Matthew's CE Primary School and the policy will be regularly updated to reflect current legislation and practices; therefore, this policy will be reviewed annually or more frequently if required.

Appendix 1: SEND Pathway

