



St Mary's Church of England Primary School

Fowler Road, Islington, London N1 2EP

Tel: 020 7359 1870 Email: school@stmarys.islington.sch.uk

www.stmarys.islington.sch.uk

Headteacher: Miss Genevieve Prayag



The St Mary's Way
*Together we aspire and believe
Together we achieve*

Special Educational Needs Policy

Aims and Objectives

This policy accepts the definition of SEN as set out in the SEN Code of Practice. It reflects the new approach to and arrangements for SEN outlined in the Children and Families Act 2014.

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities. Where the headteacher or the appropriate governor has been informed that a child has SEND, those needs will be made known to all who are likely to teach them.

All staff and governors in the school are aware of the importance of identifying and providing for children who have SEND.

The Headteacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with SEND.

All staff will ensure children with SEND can join in the activities of the school together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources

Responsible Persons

The 'responsible person' for SEN is the Headteacher, Genevieve Prayag. The person co-ordinating the day to day provision of education for pupils with SEND is the Inclusion Leader, Laura Mayende. The Inclusion Leader is also responsible for the Achievement for All Team, comprising of additional staff.

Admission and Inclusion

All the teachers in the school are teachers of children with Special Educational Needs. As such St Mary's C of E Primary School adopts a 'whole school approach' to SEND that involves all staff adhering to a model of good practice (which is based on a Quality First Teaching model and includes using the 'Achievement for All' framework). The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is given a high priority in this policy, in line with the policies of Islington Local Authority. All children with SEND are afforded the same rights as other children in terms of their admission to school.



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Specialist Provision

The school can offer a physically accessible site as the school is arranged on one floor, with minimal steps. Surrounding the school are a combination of ramps, flat access points and a lift. There is one accessible shower and toilet (fitted with appropriate alarm call assistance).

The school will always seek to make reasonable adaptations and add to our specialist resource base. There is a range of equipment already in place to support visual impairment needs; i.e. sloped writing boards and magnifying equipment. The school has equipment to support sensory and physical needs (wriggle cushions, pencil grips and sensory cushions). The school promotes Dyslexia friendly teaching strategies: alternative colour paper, coloured overlays, reading rulers and guides, ICT (laptops and ipads) and electronic spellers.

Access to the Curriculum

The Curriculum will be made available for all pupils, including those with predictable SEND. Where pupils have SEND, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support, as outlined in the Local Offer.

The school will make provision for pupils with SEND to match the nature of their individual needs and the class teacher and SENCO will keep regular records of the pupils' SEND, the action taken and the outcomes.

There will be flexible grouping of pupils so that learning needs may be met in individual, small grouping or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEND.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Providing the graduated response: SEN Support

The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the



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school follow an 'Assess, Plan, Do, Review' approach. Assessments will allow the child to show what they know, understand and can do, as well as to identify any learning difficulties. Following assessment, we will put a plan in place (Provision Mapping, an Individual Plan / Pupil Passport) detailing appropriate interventions, such as:

- Classroom organisation and management
- In-class support by teacher
- Small group work
- Home/school reading schemes
- Behaviour modification programmes
- Use of specialist equipment
- Alternative teaching strategies
- Outreach support

The plans will be outcome focused.

The resources deployed to help the child achieve the agreed outcomes will be captured in a Provision Map / Individual Plan / Pupil Passport. Parents and children will be involved in developing the plan.

The plan will also set out review arrangements.

Where more than one agency is involved, the school may, in discussion with parents and other agencies will initiate a CAF to assist assessment and planning.

Identification, assessment, planning, intervention and review of children with SEN will be undertaken by all staff, with advice and support from the SENCO where needed. Appropriate records will be maintained, including continuous assessment, standardised tests, Key Stage attainment tests. Where necessary, pupils may be referred to the SENCO for diagnostic testing to construct a profile of strengths and weaknesses.

Additionally, the progress of any child receiving exceptional needs funding, or with a Statement / EHCP will be reviewed annually.

Resources

The principles which guide the governing body in allocating resources are SENCO recommendation which is based upon information from SEN action planning, pupil needs (cohort and individual), specialist SEN colleagues and agencies, teacher feedback and assessments, parent needs and views, staff training and any responses to SEN statutory requirements.



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Parent Participation

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have SEN where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. We will always discuss with Parents before we seek support from an external agency.

The school will work to ensure that children are fully aware of their own needs and the targets in their Plans. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

Multi-agency working

Regular liaison is maintained with the following external agencies:

- School Home Support
- Alternative Education Provision (i.e. Pupil Referral Units)
- Outreach Support Services (The Bridge, Samuel Rhodes, Richard Cloudesley)
- Educational Psychologist
- Child Adolescent Mental Health Service
- Education Welfare Service
- Health Service (school nurse, dietician, therapists)
- Families First
- Children's Social Care

Internal structure/system used within the school devoted to special educational needs

- Achievement for All programme
- Achievement for All Team
- Learning Assistants in each year group

Arrangements for the Treatment of Complaints

The governors and staff at St Mary's want everyone to enjoy, and benefit from, the time they spend in school. As part of that commitment we want to ensure all parents and pupils complaints are dealt with politely, quickly and to the satisfaction of all parties.



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The aim of this document is to reaffirm the partnership between pupils, staff, parents and governors, and to support the home school contract. It is important that all parties feel able to discuss any issues of concern and agreeable solutions can be found.

A complaint is usually a concern that has not been adequately addressed. It can relate to a number of issues, for example the way in which an initial concern was handled; the conduct or actions of pupils; the action or lack of action of members of staff; inappropriate discipline; or lack of information.

1. In the first instance please speak to the class teacher.
2. If you feel the issue still remains unresolved, please make an appointment to speak to the headteacher. Your complaint will be investigated thoroughly and you will be notified of the outcome. Naturally we hope that issues can be resolved at this stage, however, if you are still not satisfied then you can make a formal complaint.
3. 3. If you wish to take the matter further, you will need:
 - a) to write to the Chair of Governors, alternatively you can ask the school to make an appointment for you to see the Chair of Governors. Once the Chair has completed investigations (this will include talking to the Headteacher) you will receive a letter as to the action that will be taken.
 - b) if you are still not satisfied you can ask for the matter to be referred to the Complaints Committee. The Committee will listen to you, the Headteacher and others involved (for example Local Authority representatives) before reaching a decision; you will then be told about the decision.

If you would like more information please see the Complaint Policy for further information.



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This table summarises the stages when a concern is raised or a complaint is made

| STAGE | DESCRIPTION | TIMESCALES FOR ACTION |
|-----------------|---|--|
| Informal | | |
| 1 | Parent discusses concerns with class teacher | As soon as possible |
| 2 | If parents are still unsatisfied a meeting may be arranged between Headteacher or designated member of staff and parents | Within 7 days after request |
| Formal | | |
| 1 | Acknowledgement by the Headteacher of receipt of a written complaint (if a parent has made an oral complaint, this would not apply) | Within 3 days of receipt |
| 2 | Investigation by Headteacher or nominated member of staff/ governors, which would normally include a meeting with the parent(s). | Within 7 days or at a mutually agreed time |
| 3 | Headteacher or nominated person sends written notification of the outcome of the investigation to the parents. The parents are told that if they are not satisfied they may send a written complaint to the Chair of the Governing Body. The headteacher may wish to refer the matter to the Chair of the Governing Body. | Normally within 10 working days |
| 4 | Chair of the Governing Body, or a nominated governor, acknowledges receipt of a written complaint saying the matter will be investigated and indicating timings. The complaint is investigated. | Within 3 days Normally within 10 days |
| 5 | Chair of the Governing Body sends a summary of findings and a decision to the parents. The parents are told if they are not satisfied that they may ask for the matter to be referred to the Governor's Complaints Committee. | Within 5 days of receipt of the Chair's letter |
| 6 | Governors' Complaint Committee considers the complaint. Complaint and Headteacher's report of investigation sent to all parties 5 days before the meeting. | Within 15 days of the referral in 3 above |
| 7 | Decision of Governor's Complaints Committee notified to parents. | Within 2 days of meeting |



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Workforce Development

In-service training needs related to special educational needs will be identified by the Headteacher in consultation with the staff and will be incorporated into the staff development plan.

Evaluating Success

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the outcomes outlined in individual plans. In addition, evidence will be gathered regarding:

- Staff awareness of individual need
- Success of early help intervention
- Academic progress of pupils with SEN
- Improved behaviour of the children, where this is appropriate
- Pupil attendance
- Consultation with parents
- Children's awareness of their targets and achievements

Outcomes will be included in the 'Governors Annual Report to Parents'.

Relationship to other policies

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment, recording and reporting. The accessibility plan and School Information Report are integral to this policy.

Written by

Policy reference material, guidance or link policies

Reviewed by

Ratified by

Ratification date

Review cycle

Next review date

Review committee

| | |
|--|---|
| Islington LA Redrafted by Laura Mayende | |
| • | Legislation: Maintained schools - <u>The Education (Special Educational Needs) (Information) Regulations 1999: SI 1999/2506.</u> |
| • | Also see <u>The Special Educational Needs Code of Practice</u> <ul style="list-style-type: none"> • School Information Report • Accessibility Policy • Equality Policy |
| Children, Families and Community and SLT | |
| Full Governing Body | |
| 8 th November 2016 | |
| Annual / Biennial / Tri-annual | |
| November 2017 | |
| Children, Families and Community | |