



Special Educational Needs Policy

Policy Agreed: Autumn 2022

Review date: Autumn 2023

Head Teacher: Anthony David

Chair of Governors: Eric Sorenson

We believe that everyone is precious and loved by God. We aspire to let our light shine in all that we do. We nurture and empower one another to flourish. Together we shine in our world by showing compassion and by serving others. Let God's light shine through us.

Context

School SENCo: Laura Mayende

School SEN Governor: Maria Elia and Children, Families & Community Committee

Policy Date: Autumn 2022

Review Date: Autumn 2023

Legislation

Maintained schools – [The Education \(Special Educational Needs\) \(Information\) Regulations 1999: SI 1999/2506](#).

Also see [The Special Educational Needs and Disabilities Code of Practice](#)

Introduction

St Mary's Church of England Primary is committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEND). Our expectation is that children and young people with SEND will receive an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

We will use our best endeavors to make sure that a pupil with SEND gets the support they need – this means doing everything we can to meet the pupil's special educational needs.

Aims and Objectives

Our following school vision permeates our policy for our approach to special educational needs at St Mary's:

We believe that everyone is precious and loved by God.

We aspire to let our light shine in all that we do.

We nurture and empower one another to flourish.

Together we shine in our world by showing compassion and by serving others.

Let God's light shine through us.

At the heart of what we do, is promote a strengths-based dialogue with learners, this enables us to celebrate the unique and wonderfully diverse nature of every learner, whilst identifying and supporting the development of areas of need.

As a school community we achieve a shared language of learning and move through seven key components; Cognition, Communication, Creativity, Control, Compassion, Co-ordination and the Curriculum.

We are building a framework to create a holistic profile of a child and their access to the curriculum, their needs, barriers to learning and a framework for intervention that is additional to, or different from, the differentiated curriculum.

This policy accepts the definition of Special Educational Needs (SEN) as set out in the Special Educational Needs and Disabilities (SEND) 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 SEN, 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 SEN.

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 SEN. This will be published on the school website.

All staff will ensure children with SEN can join in the activities of the school together with pupils who do not have SEN, 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 Deputy Headteacher, Laura Mayende. The responsible person also coordinates the provision of education for pupils with SEND.

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 adopts a 'whole school approach' to SEN that involves all staff adhering to a model of good practice based on a Quality First Teaching model.

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 SEN are afforded the same rights as other children in terms of their admission to school.

Specialist Provision

St Mary's C of E Primary St Mary's is a one level site with one playground, separated into a large and small area that are both at the same level and step free. Our school building is a one storey block. All classrooms are arranged on the ground floor. There is a disabled toilet for adult use. The seven classroom, school offices, staffroom, hall, courtyard, and small teaching rooms are all on the ground floor. The school has lift access, ramps and step free access via the side of the building.

The school will consider purchasing equipment if there is an agreed identified need. We will consider this at the pupil's termly or annual review. We have worked with partners to purchase specialist equipment tailored for individuals, including:

- Personal laptops / ipads
- Move and sit cushion
- Audio books for group readers
- Specialist hand writing equipment
- Devices for additional recording e.g. cameras, video recorders, voice recorders
- Specialised cutlery and scissors
- Sensory equipment: hammock, trampoline

Access to the Curriculum

The Curriculum is the entitlement for all children. It will be made available for all pupils, including those with predictable SEN. Where pupils have SEN, 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 [Islington Local Offer](#).

The school will make provision for pupils with SEN to match the nature of their individual needs and the class teacher and SENCo will keep regular records of the pupils' SEN, 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 SEN. 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 does not make progress and shows signs of significant 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 school follow an 'Assess, Plan, Do, Review' approach.

There are five key features of a person-centred approach at St Mary's;

1. the child is at the centre (deeply rooted in the principles of shared power and self-determination)
2. the family members and friends are partners in planning (to view the person in the context of their family and community)
3. reflect what is important to the person, their capacities and what support they require. It identifies capacities rather than simply listing difficulties
4. perceived relevance – any plan should result in actions that are about the child's life and not simply a list of services that may or may not be available
5. the plan is the start of the process of listening, learning and future actions, as opposed to simply being a one-off event.

The embracing of this approach as a key principle is at the heart of the culture at our school.

Assessments to explore a child's emerging needs 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 detailing either appropriate class adjustments, resource support, or interventions, such as:

- Alternative teaching strategies
- Classroom organisation and management
- Use of specialist equipment
- In-class support by teacher or teaching assistant
- Small group work
- Managed specialist interventions
- Behaviour modification programmes

Sharing a language of assessment that is additional to and different from the curriculum assessment helps to inform the identification of provision that is additional to or different from the differentiated curriculum.

The plans will be outcome focused. Parents will be updated on their child's progress. Decisions on the most appropriate type of action are applied individually, by considering attainment, nature of difficulty, strengths and achievements and whether current strategies should be changed or amended.

Parents are always consulted before their child is placed on the SEN register.

Children on the SEN register have adjustments, resources and interventions deployed to help the child achieve agreed outcomes. These will be captured in a Provision Map, or a Pupil Passport or an Individual Support Plan. Parents and children will be involved in developing the plan. The plan will also set out review arrangements.

Where there are complex needs and more than one agency is involved, the school, in discussion with parents and other agencies may initiate an early help assessment to assist planning and support.

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 will 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 EHCP will be reviewed annually.

Resources

The school is allocated a notional SEN budget (a combination of funding streams specifically to support SEND children and a proportion of other income is assumed to be used to support SEND pupils). In addition, additional funding is sometimes awarded to support pupils with higher needs.

The principles which guide the governing body in allocating resources are SENCo recommendation, Teacher Assessments and Pupil Progress Meetings.

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 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 discuss with parents when 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:

- Outreach Support Services: The Bridge, Richard Cloudesley, New River College
- Educational Psychologist
- Child Adolescent Mental Health Service
- Speech and Language Therapists
- Pupil Services
- Health Service (school nurse, dietician, therapists)
- Bright Start

Early Help

Most of the time families cope well with the demands of family life, but when circumstances change, or their usual networks of support let them down, there is help available. Islington is committed to making sure that families get support when they need it, quickly and with the minimum of fuss. This is referred to as Early Help and is available to families with children aged 0-19, to 'nip problems in the bud' before they become more serious.

Lots of families won't need a formal service and will get the help they need through advice or information, for example through The Family Information Service or their local Bright Start children's centre or local Bright Start community venue. These services are referred to as 'universal' meaning they are open to everyone.

When additional support is needed, for example with physical or mental ill health parenting or practical challenges like debt, rent arrears and unemployment, Early Help Services can step in. This support is delivered by a lead professional, usually a Family

Support Worker, and is tailored to individual families with an emphasis on building skills and resilience to manage and solve problems.

Early Help thinks about the needs of the whole family and coordinates this support so there is one lead person bringing together other services as a team around the family. This means the family don't have to keep repeating their story and there is better communication between professionals.

- **Bright Start 0-5**

Support for families from pregnancy until your child is five.

Family Support Surgeries, Monday-Friday between 9am-12noon: if you have a question, need some information, advice or guidance our family engagement workers are still here to talk over the phone. If lines are busy, leave a message we will get back to you when we can.

- Monday, Wednesday and Friday, 9am-12noon
- Tel: 020 7527 8376

If you are not sure which Bright Start area you are in, please contact Islington Family Information Service: 020 75275959; fis@islington.gov.uk

We are encouraging all parents to sign up to our fortnightly Bright Start, Bright Ideas **newsletter and Quick Tips**

- **Bright Futures, Early Help 5-19**

Family Support, primary and secondary school age: **020 7527 4343**.

If you think a child may be at risk of neglect or abuse call the Children's Services Contact Team (CSCT) on 020 7527 7400 who will make sure the family are referred to the right service including Children's Social Care teams.

Arrangements for the Treatment of Complaints:

If you have a complaint about SEN provision, which we have been unable to resolve to your satisfaction, please inform us promptly by contacting the following people in this order;

- Class Teacher
- SENCo - Laura Mayende - using the parent email or school@stmarys.islington.sch.uk
- Head teacher - using the parent email or school@stmarys.islington.sch.uk

- SEN Governor or Chair of Governors (a letter can be submitted through school office FAO SEN Governing Committee). The SEN governor will then refer to the complaints procedure to try and address the issue.

Further information about our complaints procedure can be found on the school website.

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 school 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

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 on the school website are integral to this policy.