



# William Martin Schools and Nursery

*Experiencing life in all its fullness*

Part of the Diocese of Chelmsford Vine Schools Trust



## Special Educational Needs and Disabilities (SEND) Policy

	<b>Date</b>	<b>Review frequency/comments</b>
This issue	September 2020	
Approved by	Garry Neave	Chair of Governors
Ratified by Governing Body	October 2020	
Next review date	September 2021	Annually (and any changes to the information occurring during the year should be updated as soon as possible).
Author	Celina Walsham	

This document sets out our policy towards the special educational needs of our pupils and is supplementary to the school's policies for the education of all our pupils. Please also refer to the school's SEND Information Report - available on the school website.

## **OUR ETHOS**

William Martin Schools is a positive, secure, enjoyable, inclusive and challenging learning environment, based on Christian values, where high standards of teaching and learning ensure that every individual feels respected and valued, and strives to reach their full potential.

### **Welcome to William Martin Schools!**

We aim to provide a secure and caring environment in which the emotional, cultural, educational, physical, spiritual and social needs of each child can be met including those with special educational needs. To promote a happy atmosphere in which children can develop to their fullest potential and in which their natural talents and gifts are recognised and nurtured. To help children develop self-confidence, encouraging independence, promote self-discipline and to have respect for themselves, their peers, their teachers and the wider community beyond the school.

Our guiding principle is one of inclusion. We want to identify and break down any possible barriers to learning and ensure that every child can reach their full potential within all elements of school life and as part of the wider community. All children are entitled to an education that enables them to make progress so that they can:

- Achieve their best
- Become confident, resilient individuals
- Make successful transitions to their next stage of schooling and ultimately into adulthood

Every teacher is a teacher of every child including those with SEND. We recognise that it is the class teacher's responsibility to meet the needs of all children in their care and the majority of pupils will have their needs met through:

- High quality teaching and learning strategies; modification to teaching approaches and differentiation; modification to classroom organisation and teaching materials; and/or provision of ancillary equipment aids.
- High quality learning environment.

## **OUR AIMS**

At William Martin Schools we value all children as individuals with a range of abilities, aptitudes and needs. We are committed to inclusion and will make appropriate

arrangements for all children to participate as fully as possible in learning, physical, practical and extra-curricular activities.

We aim to '*promote confidence and challenge the potential in all*' by offering access to a broad, balanced and relevant curriculum including the National Curriculum. We respect the fact that children have differing needs and that children will require different strategies for learning and a range of different teaching approaches and experiences. Pupils with SEND will be supported in their learning within their classrooms. However, there will be times when spending time outside the classroom on an individual or small group basis will be more appropriate. When this happens, the class teacher will be fully aware of what new skills each child is learning, and will aim to incorporate these skills into their everyday learning in the classroom.

We aim to raise the aspirations of and expectations for all children with SEND, in order for them to become independent life-long learners. Our aim is always to focus on outcomes for children and not just hours of provision or support.

### **HOW WILL WE ACHIEVE OUR AIMS?**

- By identifying and providing for pupils who have SEND.
- By working within the guidance provided in the SEND Code of Practice.
- By operating a "whole pupil, whole school" approach to management and provision of support for SEND.
- By providing a qualified SENCO.
- By providing support and advice for all staff working with pupils with SEND.
- By working in close partnership with the pupils with SEND and their parents/carers.

### **LEGISLATION AND GUIDANCE**

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### **WHAT ARE SPECIAL EDUCATIONAL NEEDS**

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### HOW DO WE IDENTIFY SEND IN OUR SCHOOL?

We recognise the importance of the early identification of Special Educational Needs and Disabilities. Children who are experiencing difficulty in one or more of the four broad areas of need are identified initially through the schools SEND identification process. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. The four broad areas of need are:

- **Communication and Interaction** - Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with Autistic Spectrum Disorder (ASD), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- **Cognition and Learning** - Support for learning difficulties may be required when children and young people 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), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social, Emotional and Mental Health Difficulties** - 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, attention deficit hyperactive disorder or attachment disorder.

- **Sensory and/or Physical Needs** - 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 and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with a MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### **WHAT SHOULD A PARENT DO IF THEY THINK THEIR CHILD MAY HAVE SPECIAL EDUCATIONAL NEEDS?**

If parents have concerns relating to their child's learning, they should initially discuss these with their child's class teacher. Parents may also contact the SENCo or the Head of School directly if they feel that this is more appropriate, and can do this by speaking to the school office to make an appointment.

### **HOW DO WE IDENTIFY A SPECIAL EDUCATIONAL NEED?**

Our class teachers continuously monitor all of the children in their class and track their progress carefully using a graduated approach (a four-part cycle: Assess - Plan - Do - Review). If, despite accessing high quality teaching which is differentiated for individual pupils, a child is identified as having a potential special educational need, the class teacher will begin the following process for identifying and managing the needs of the pupil in close consultation with the child's parents/carers.

The class teacher will:

- Complete a 'Concern Form' and consult with the parents, in order to gather all information/evidence relevant to the child's needs.
- Share the Concern Form with the SENCO, who will support the class teacher in deciding whether the child would benefit from additional intervention and support.
- Class teachers, in consultation with SENCO, will review intervention regularly through Pupil Progress meetings, and Literacy and Numeracy Support meetings.
- Meet with the SENCO and the child's parents/carers to discuss the outcomes of assessments and whether the child should be entered onto the SEN register in order to receive SEN Support. This is done through a person-centred approach.
- With the support of the SENCO, and in consultation with the child and their parents/carers, a Support Plan will be created detailing their individual needs and provision. At this stage it **may** be appropriate for Outside Agency advice to be sought.

The school works closely with a range of outside agencies including:

- Educational psychologists
- School Nurse
- Speech and Language Therapists
- Occupational Therapists
- Specialist Teachers and support workers
- Therapy services
- EWMHS (Emotional Wellbeing and Mental Health Service)

### **HOW DO WE MONITOR PROGRESS AND MANAGE THE NEEDS OF OUR PUPILS ON THE SEN REGISTER?**

When a child is identified as having a special educational need, their progress and support continues to be monitored:

- **Assess** - the child's needs are assessed at least termly by the class teacher in consultation with the SENCO.
- **Plan** - the teacher and the SENCO agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place for the child, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and/or intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and is provided by staff with sufficient skills and knowledge. Parents are kept fully aware of the planned support and interventions and, where appropriate, seek parental involvement to reinforce or contribute to progress at home.
- **Do** - the class teacher is 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 child. They work closely with any learning support assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.
- **Review** - the impact and quality of the support and interventions is evaluated, along with the views of the child and their parents. This feeds back into the analysis of the child's needs. The class teacher, working with the SENCO, revises the support in light of the child's progress and development, and decides on any changes to the support and outcomes in consultation with the parent and child. Parents have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

The views of parents and pupils are actively sought in this four-part process through termly meetings with school staff.

We also monitor progress and evaluate SEND provision through:

- Pupil progress meetings held each term between the class teacher, assessment co-ordinator and inclusion manager.
- Twice yearly parent/teacher consultation meetings.
- Regular 'Learning Observations' in class carried out by the SENCO/Senior Leadership Team
- Regular observations of the work of our Teaching Assistants carried out by the SENCO.
- Termly monitoring visits by the SEND Governor.
- Annual parent views questionnaires.
- Pupil perception interviews.

For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs, in consultation with parents/carers. This may result in an Education, Health and Care (EHC) Plan being provided by the local authority.

### **WHAT ARE THE CRITERIA FOR EXITING THE SEN REGISTER?**

A child may be removed from the SEN Register if:

- Their progress is such that they achieve what is broadly expected for a child of their age.
- The child no longer requires support which is additional to or different from what is normally provided within the class.

### **WHAT TRAINING DO THE STAFF SUPPORTING CHILDREN WITH SEND UNDERTAKE?**

An ongoing programme of training is in place to ensure that teachers and learning support staff have the appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND. Our training programme is based on the needs of the pupils currently at the school, and the needs of those pupils known to be transferring to William Martin Schools.

### **HOW DO WE SUPPORT FAMILIES OF PUPILS WITH SEN?**

- At William Martin Schools we have an open-door policy where parents are actively encouraged to share any worries or concerns they may have with school staff.
- Parents are encouraged to look on the school's website which contains the school's SEN Information Report, and other relevant policies.
- The school has a range of parent leaflets designed to support parents working with their children at home, copies of these can be found in the reception area or can be requested from the school office.
- Parents are encouraged to view the Local Offer provided by the local authority, which can be accessed on the internet at: <http://www.essexlocaloffer.org.uk/>

- We facilitate and support transitions to and from the school working closely with other settings and services.

### **HOW DO WE SUPPORT PUPILS AT SCHOOL WITH MEDICAL CONDITIONS?**

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs and may have an Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision, for which the SEND Code of Practice (2014) is followed.

For further information please see the school's policy for Supporting Pupils with Medical Conditions, which can be found on the school's website or a paper copy can be requested through the school office.

### **HOW DOES THE SCHOOL STORE AND MANAGE INFORMATION FOR PUPILS WITH SEND?**

The SENCO is responsible for storing, managing and keeping SEN records up to date. Each child has a central pupil file, kept in the school office, which holds all important information about pupils and the SENCO also keeps copies of pupils' SEN documents and paperwork in pupil files on the school's secure server. When a child transfers to a new school, all relevant information is passed on.

### **WHO SHOULD PARENTS/CARERS CONTACT IF THEY HAVE A COMPLAINT ABOUT THE PROVISION FOR SEND?**

Please see the school's complaints policy for more details, but in the first instance parents/carers are encouraged to contact the SENCO or Head of School if they have a complaint.

This policy will be kept under regular review. Success of the policy will be gauged by:

- Improved outcomes for children with SEND
- Early identification of need
- Effective interventions
- Enhanced parental participation and confidence
- Increased pupil participation

### **WHO IS RESPONSIBLE FOR THE PROVISION FOR CHILDREN WITH SEND AT OUR SCHOOL?**

This policy will contribute to achieving the objectives above by ensuring that provision for pupils with Special Educational Needs is a matter for the whole school and, in some cases, the wider community e.g. health care, the local authority. It will also ensure that

provision for pupils with SEND is part of the continuous cycle of assessment and review.

### **Leadership:**

Mrs Gina Bailey (Executive Head Teacher) and Mrs Claire Kearney (Head of School) is responsible for the day to day management of all aspects of the school including the provision for pupils with SEND.

### **Inclusion Manager/Special Educational Needs Co-Ordinator SENCO:**

The Special Educational Needs Co-Ordinator (SENCO) is Mrs Celina Walsham. She can be contacted by phone: 01279 424122, or by email [admin@williammartin-inf.essex.sch.uk](mailto:admin@williammartin-inf.essex.sch.uk).

Mrs Celina Walsham is responsible for coordinating the provision for children with SEND, including: working with parents to ensure they are fully involved with their child's learning, providing advice and training so that all members of staff are skilled and confident in meeting a range of needs, tracking the children's progress and monitoring the effectiveness of provision across the school.

Mrs Walsham is an experienced teacher, who has worked in the classroom and also in leading and delivering interventions to children in the Foundation Stage, KS1 and KS2. She has achieved the National Award for SEN co-ordination and is working towards a master's degree in special educational needs and disabilities. She is also a member of the safeguarding team.

### **Class Teachers**

Class teachers are responsible for: adapting and refining the curriculum to respond to the strengths and needs of all pupils including those with SEND, ensuring quality first teaching and differentiation, monitoring the progress of all children, and in response to this; identifying, planning and delivering additional support where needed.

*Teachers know that they are "responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff" (6.36 DfE SEND Code of Practice, 2015).*

### **Learning Support Assistants (LSA's)**

Working under the direction of the class teacher, LSAs may be used to support pupils with SEND during lessons or by delivering interventions both in and out of class. LSAs are responsible for ensuring that they use the scaffolding approach to promote pupil independence during lessons, and that the feedback they give to the class teacher concerning pupils' learning is accurate and supports future planning.

The LSA team are appropriately prepared and trained to support the curriculum and children with SEND, promoting pupil independence, pupil thinking skills and increase self-esteem through growth mind-set. The team includes two practitioners with specialist skills in speech and language

### **Governor for SEND**

Fr Garry Neave SEND is the school's governor for SEND.

### **LINKS WITH OTHER POLICIES AND DOCUMENTS**

This policy links to our policies on:

- SEN Information Report
- Accessibility plan
- Behaviour Policy
- Single Equality Policy
- Supporting Pupils with Medical Conditions