

Highfield St Matthew's CE Primary School



As Jesus tells us, 'Let your light shine before others, that they may see your good works, and glorify your Father who is in heaven' (Matthew 5:13).

Special Educational Needs & Disabilities (SEND) Policy

September 2024

Review Date: September 2025

Our Christian Vision

'Let your light shine before others, that they may see your good works, and glorify your Father who is in heaven' (Matthew 5:16). Our vision inspires and challenges the community we serve to achieve excellence in all they do, and to learn about life in all its fullness, within a welcoming Christian family.

School Aims – How we will Let Our Light Shine

- Every child feels valued, safe and cared for, and makes a positive contribution to their own development and the life of the school, with Christ at its centre
- Our bespoke SHINE curriculum, based on excellence and high expectations, provides rich experiences which motivates, challenges, develops resilience and meets the needs of all children
- Every child achieves their potential and develops their talents and creativity, preparing them for a role in a global society with a lifelong love for learning
- Children & families develop understanding of a faith and Christian values that can guide their lives; knowing Jesus, and putting into action what they are coming to believe and value
- The whole school family flourishes and serves the local Church and community

1. Introduction

- 1.1 This SEND policy is written to comply with the 2014 children and Families Act and its SEND Code of Practice together with the Equality Act 2010. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.
- 1.2 This policy has been devised by adopting a model policy used in our WOWs consortium of schools. Adaptations have been made to it to suit our school.
The SENDCO at Highfield St. Matthew's is Mrs Rebecca Holland. At Highfield St. Matthew's we believe that every teacher is a teacher of children with special educational needs. The Special Educational Needs policy at Highfield St. Matthew's Primary School supports the stated Christian ethos of the School: *'Let your light shine before others, that they may see your good works, and glorify your Father who is in heaven'* (Matthew 5:13).

2. Aims and Objectives

2.1 Aims

To ensure that we provide a fully inclusive and valuable education for all pupils regardless of age, ability, gender or ethnicity. Making learning accessible and removing the barriers from equal participation.

2.2 Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To raise aspirations and ensure high expectations for all pupils
- To ensure that every child experiences success in their learning and reaches their full potential
- To enable all children to participate in lessons fully and effectively to their own ability
- To involve children in decision making and in the development of their learning
- To value and encourage the contribution of all children and families to the life of the school
- To support parents in their journey of education with their child

- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Information report for SEND

3 Identification of SEND

- 3.1 Definition of SEND The 2014 Code of Practice says that: A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, 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. 2014 SEND Code of Practice: 0 to 25 years – Introduction xiii and xiv.
- 3.2 The 2014 Code of Practice refers to four categories when describing children who may have SEND:
- Communication and Interaction
 - Cognitive and Learning
 - Social, Emotional and Mental Health Issues
 - Sensory and / or Physical Needs

Detailed descriptions can be found at:

<http://www.wigan.gov.uk/Docs/PDF/Resident/Education/Special-Educational-Needs/Professionals/HEfA-Document.pdf>

- All staff are involved in the identification process which considers the needs of the whole child. Staff can highlight concerns with the SENCO by submitting an expression of concern form. This should include information regarding the category of need and information on the use of the graduated approach to support the child through quality first teaching.
- When children have already been identified with Special Educational Needs and Disabilities (SEND) prior to starting school, we work with the family and professionals to inform SEND provision at Highfield St. Matthew's, and how it will be managed.
- Parents of pupils with SEND are invited to termly review meeting to review targets, set new targets and discuss future actions and next steps.
- Children are invited to contribute to their termly review and pupil voice is collected and shared at termly review meetings. If appropriate to the developmental and emotional needs of the child, they will be invited to attend termly review meeting.
- Individual children's needs are regularly discussed and monitored throughout their time at Highfield St. Matthew's. As part of the assess, plan, do review cycle children's individual targets are tracked and targets reviewed to ensure that we are continuing to address the specify needs of the child. Pupil progress meeting are held termly to discuss the ongoing progress of children and how we may make adaptations to suit the needs of pupils in the cohort.
- Children are assessed regularly through termly assessments and throughout their lessons where misconceptions are corrected early through over the shoulder marking and scaffolding and reinforced through same day intervention, SDI. Children who are not able to access routine testing access the Birmingham SEN toolkit to provide information regarding progress. This is tracked and closely monitored using an online tracker where teaching and learning strategies are provided to meet the learning needs of the identified pupil.

- Parents are welcomed and invited to discuss any concerns about their child's progress and our open door policy and approachable staff support parents to feel they are able to discuss concerns at the earliest stage.
- At Highfield St. Matthew's we work closely with external specialist agencies e.g. Occupational Therapists, Educational Psychologists, Health Visitors, TESS, speech and language therapists. Their assessments and recommendations form an important part of our identification processes.

4 A graduated approach to SEND support

- 4.1 Quality first teaching, adapted to meet the needs of individual learners, this is the first step in responding to children and young people who have or may have SEND. High expectations should be set by teachers for every learner whatever their prior attainment and every teacher has:
- highly focused lesson plans with clear objectives adapted to provide target and challenge questions for identified children.
 - Adaptation to include outcome, use of resources, deployment of adults or expectations
 - high demands of pupil involvement and engagement with their learning
 - high levels of interaction for all pupils, over the shoulder making to pick up and support correction of misconceptions at the point of learning
 - an appropriate use of questioning, modelling and explaining
 - an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups this is underpinned by a class oral focus to support speech and language development.
 - an expectation that pupils will accept responsibility for their own learning and work independently
 - regular use of encouragement and authentic praise to engage and motivate pupils.
- 4.2 Teachers are responsible and accountable for the progress and development of the children in their class, including where pupils access support from teaching assistants or specialist staff.
- 4.3 At Highfield St. Matthew's CE Primary School we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement through lesson observations, book scrutinies, work scrutinies, class profile meetings and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high-quality teaching. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. Identifying pupils 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
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to such progress should be high quality teaching targeted at their areas of need.

This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. This is supported with the use of our in-school learning mentor who provides opportunities for the development of social skills and improving emotional wellbeing of pupils. Ensuring that children feel, safe happy and secure to improve outcomes for learning.

4.4 Where a pupil is identified as having SEND, Highfield St. Matthew's CE Primary school takes action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

4.5 This is known as the **graduated approach**. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

4.6 Assess

In identifying a child as needing SEND support the class teacher, working with the SENDCO, should carry out a clear analysis of the pupil's needs. This should be collated and communicated using the expression of concern forms. This should draw on the teacher's assessment and experience of the pupil; their previous progress and attainment; the views and experience of parents/carers; the pupil's own views and if relevant, advice from external support services. Highfield St. Matthew's takes seriously any concerns raised by a parent/carer. Assessments are looked at and in some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with school to help inform the assessments. Where professionals are not already working with school staff the SENDCO will contact them with parental consent.

4.7 Plan

Where it is decided to provide a pupil with SEND support, the parents will be formally notified. The teacher and the SENDCO should agree, in consultation with the parent and the pupil, the adjustments, 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. These targets are set and reviewed weekly or sooner to ensure continued development of the pupil. The support and intervention provided will be selected to meet the outcomes identified for the pupil, needs may be identified through QLA, external professional advice, parental information and will be based on reliable evidence. Intervention will be provided by staff with sufficient skills and knowledge. Plans will seek parental involvement to reinforce or contribute to progress at home and outcomes and new targets will communicated to parents through termly review meetings. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

4.8. Do

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions may involve group or one-to-one teaching away from the main class teacher or additional support accessed within the classroom environment. The class teacher will still retain responsibility for the pupil. The class teacher will 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. The SENDCO will support the class teacher in the further

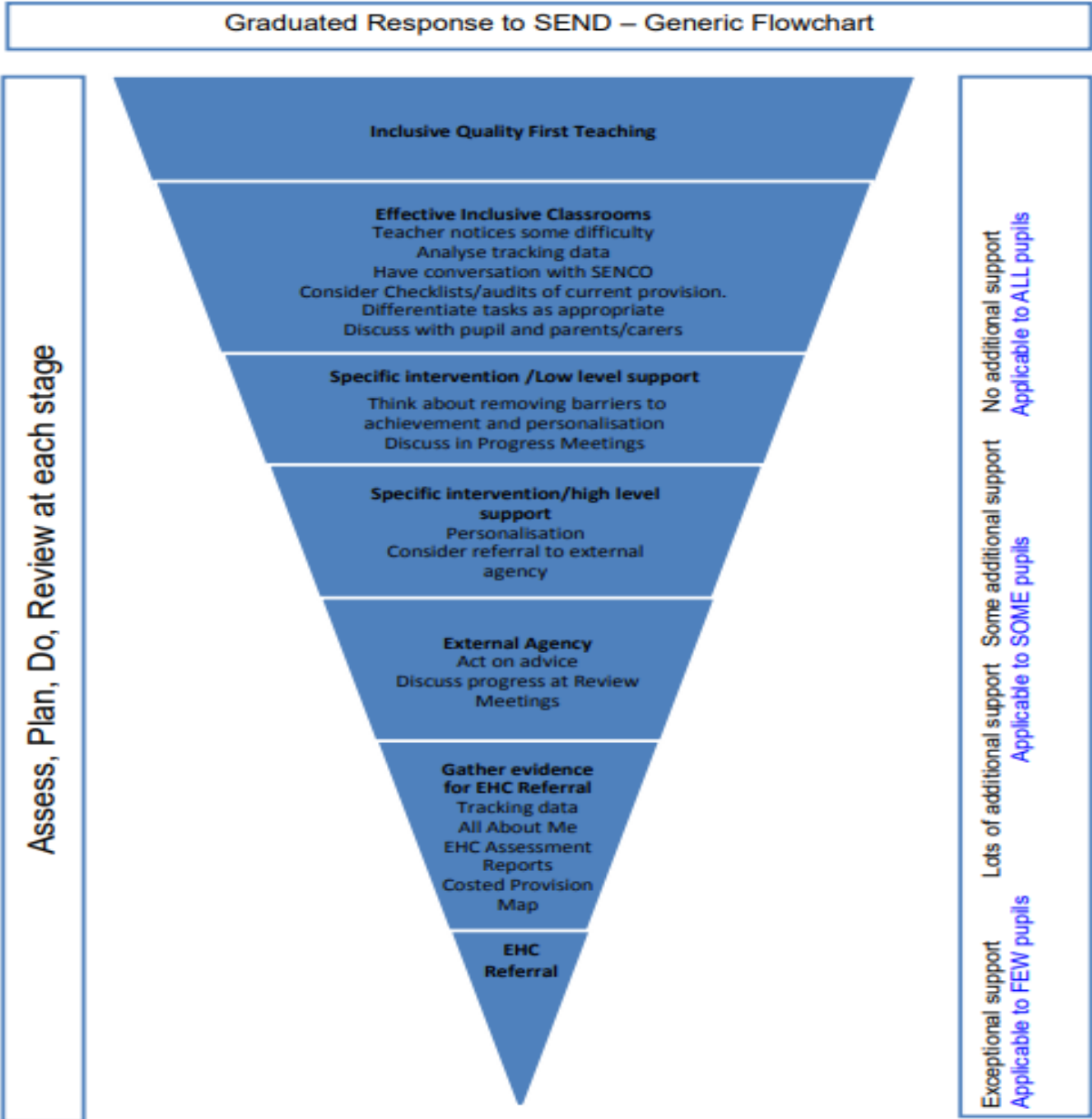
assessment of the child’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

4.9 Review

The effectiveness of the support and interventions and their impact on the pupil’s progress will be reviewed both formatively in the pupil progress monitoring logs in line with the agreed end date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents and discussed as part of the termly review. This will feed back into the analysis of the pupil’s needs. The class teacher, working with the SENDCO, will 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. Where a pupil has an education, health and care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months. The SENDCO will liaise closely with families in this instance.

The success of the school’s SEND policy and provision is evaluated through:

- monitoring of classroom practice by the headteacher and senior leadership team
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor
- school self-evaluation document
- local authority moderation process and OFSTED inspection arrangements
- meetings of parents and staff, both formal and informal



5. Managing SEND Support

- 5.1 At Highfield St. Matthew's SEND children are assessed continuously. This is done through a variety of assessments including P scales, age related curriculum assessments, Birmingham toolkit and Boxall Profile. These assessments then inform planning and targets for SEND children in the form of Pupil Support Plans. This plan is then reviewed termly, and provision targets are set accordingly. Where needed external professionals may be invited to observe and advice on the next steps for pupils with more complex needs.
- 5.2 It is the duty of the class teacher to keep SEND records up to date. The SENDCO has a strategic lead over SEND within school. If a child has a statement / EHCP the SENDCO will organise and chair annual reviews for that child. The plan is reviewed every six months and pupil progress meetings help with part of this process.
The SENDCO has regular meetings with school leaders, as part of the school senior leadership team.
- 5.3 In order to meet the special educational needs of our children at Highfield St. Matthew's we:
- identify those children who have SEND as soon as possible
 - provide intervention at a suitable level when a child is identified as having SEND
 - use a variety of teaching styles, and cater for different learning styles to allow children with SEND to access the National Curriculum
 - use resources effectively to support children with SEND
 - assess and keep records of the progress of children with SEND
 - work with outside agencies who provide specialist support and teaching for children with SEN
 - inform and involve the parents of children with SEND so that we can work together to support our children
 - encourage active involvement by the children themselves in meeting their needs
 - provide ongoing training for all staff working with children with SEND
- 5.4 The SENDCO informs Governors through a termly Governor's report. A named governor forms part of the Governing Body; this is Madupe Akinola.
- 5.5 Parent/carer(s), families and children are involved in this process from admission into school. They are involved throughout the child's school life by:
- Attending parent/carer(s) evening with class teacher
 - Attending termly review meeting with the SENCO and other invited professionals.
 - Open door policy
 - EHCP Annual reviews
 - Parent/carer questionnaires
 - School council
 - Pupil questionnaires.
- 5.6 If a SEND support child is not making the expected progress through additional intervention and differentiation, school will seek advice from other outside agencies.

Highfield St. Matthew's uses the services of:

- Educational Psychology
- Targeted Educational Support Services (TESS)
- Speech and Language Therapy (SALT)

- Occupational Therapy
- Physiotherapy
- Outreach Services
- CAMHs
- Embrace
- Gateway
- Counsellor services

5.7 If a child has followed the graduated approach, staff have been following advice from outside agencies and the child is still not making the expected progress, we would refer the child for an education, health and care plan (EHC plan). This process will involve the child, parents/carers, family, staff from school and outside agencies who are involved.

All activities within school and educational visits are carefully planned and risk assessed to ensure all children have equal access to them. Some activities may be adapted, some may require further staffing to ensure all children are included with appropriate care and support, this includes any children with physical / medical needs.

5.8 If a child does not require the additional support that they did previously, due to the progress they have made, parents will be informed by class teacher and children will be removed from those plans. However, these children will still be monitored to ensure they continue to make the expected progress.

6. Pupils and Families

- 6.1 Parent(s)/carer(s) of children with SEND are kept fully informed of the provision that is being made for their children. They receive a copy of their child's targets as set and discussed in review meetings each term and are invited to review progress towards the targets. Children are informed of their working targets; their strengths and difficulties are also discussed with them. If a child is unable to express what they find difficult or is unable to discuss the things that they like, other methods of communication are used such as pictures, photographs, learning walks and drawings. The pupil voice is very important to us.
- 6.2 Class teachers and the SENDCO have regular meetings with parent/carers and encouraging active involvement with the school to help their children overcome their difficulties, whilst ensuring that they also discuss the strengths of the child or what he or she likes to do in school. The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child.
- 6.3 Transition from class to class can be a very anxious time for any child and even more so for a child with additional needs. The school plans transition activities through 'Meet the Teacher' sessions at the end of the summer term. The children are able to spend time with their new teacher and teaching assistants as well as discovering what their new classroom environment has to offer. Additionally, the class teachers meet to discuss the classes and share relevant information so that everyone is fully informed and support can be put into place where necessary. The parents and SENDCO are involved in this meeting to ensure the most effective handover.

If a child leaves the setting for whatever reason or when they leave primary education at Year 6, information is passed onto the next setting via the SENDCO.

The school prospectus contains details of our policy for SEND, and the arrangements made for these children in our school. In addition, there is a link on the school website to both the SEND Code of Practice 2015 and the Local Offer, stating the availability of services to assist the SEND support and intervention.

6.4 Supporting 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 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 (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The staff at Highfield St. Matthew's work closely together to plan and deliver support for children who have medical conditions. We value the input given by parents and carers in supporting children effectively.

7 Allocation of resources and Training

7.1 SEND is funded through the school's notional SEN budget.

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development
- Training staff needs are identified through the needs of the children and a yearly audit that is completed to ensure a good coverage across the three phases in terms of training and expertise.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children
- The school's SENDCO regularly attends the local authority's cluster meetings in order to keep up to date with local and national initiatives in SEND; they also regularly attend LDST and WOWs SEN meetings

8 Monitoring and Evaluation of SEND

8.1 Monitoring and evaluating SEND is ongoing throughout the year. Regular monitoring and evaluation of the quality of provision offered to our pupils is achieved by:

- Ongoing teacher and TA observations in daily classroom practice
- Differentiated planning and resources
- Ongoing evidence of work shows progress towards learning and behaviour objectives
- Interventions are monitored using pupil progress monitoring formats this feeds into the reviewing of and renewing of targets.

Daily monitoring of behaviour incidents

- Informal discussion with the child about their progress.
- Guidance from the learning mentor to support the development of social emotional skills.
- Termly pupil progress meetings.
- Discussion with parent/carer about their child's progress e.g. parent evenings, informal discussions, termly review meetings.
- conversations, parent drop-in, parent working groups
- Discussion with relevant outside agencies about progress/needs
- Termly planning, progress and review Meetings to discuss individual children and school needs
- SEND report for Governors

Analysis of SEND data and reporting to staff and Governors

8.2 For monitoring and evaluation purposes we have adopted a graduated response approach:

- Assess
- Plan
- Do
- Review

The above approach promotes an active process of continual monitoring and evaluation, in order to improve provision and progress for all children.

9 Roles and Responsibilities

9.1 The SEND Governor

Madupe Akinola is the current Governor with responsibility for SEND at Highfield St. Matthew's School. He has regular contact with the SENDCO and the headteacher of the school to keep up-to-date with, and monitor the school's SEND provision, making sure that the school meets its responsibilities under the special educational needs and disability code of practice: 0 to 25 years.

9.2 The governors ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the Code of Practice for Special Educational Needs
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

9.2 The role of the headteacher within SEND

It is the responsibility of the headteacher to work with the SENDCO, governors, staff and all stakeholders to ensure that the school meets its responsibilities under the special educational needs and disability code of practice: 0 to 25 years.

The headteacher has responsibility for the day-to-day management of all aspects of the school's work, including:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENDCO
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

9.3 The role of the SENDCO

It is the responsibility of the SENDCO to oversee the day-to-day operation of the schools SEND policy. The SENDCO works with the Headteacher and governors to ensure the school meets its responsibilities under the 'Special Educational Needs and Disability code of practice: 0 to 25 years'.

The SENDCO is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- line managing the Learning Mentor and Teaching assistants allocated to 1:1 support
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up positive behaviour plans, health care plans, risk assessments etc
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, etc
- contributing to the in-service training of staff
- liaising with inclusion staff in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- monitor and review observation and assessment children closely
- ensure annual reviews are held
- oversee monitoring cycle of SEND within school
- ensure teaching assistant continuous professional development is a focus for children's ongoing needs within school
- Update school's SEND paperwork and website i.e. send information report, inclusion policy, accessibility policy

9.4 The role of the Class Teacher

Teachers are accountable for the progress and development of all of the pupils in their class. Teachers differentiate the curriculum in order to meet the needs of the children with SEND. They measure and monitor the ongoing progress for pupils with SEND- focusing on outcomes with high expectations for all. They will liaise with the inclusion team in order to ensure provision for children with SEND.

The responsibility of the class teacher is:

- to provide high quality teaching for all children
- to assess pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the inclusion team, parents and pupil)
- to regularly review the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- retaining responsibility for the child, including working with the child on a daily basis
- making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- directly liaising with parents of children with SEND

9.5 The role of Teaching Assistants

The teacher and teaching assistant (TA) represent a team, working collaboratively to support children on an individual, group or whole class basis. A teaching assistant works under the direction of a teacher, the teacher having ultimate responsibility for the children's learning.

Teaching assistants are integral to the successful learning of all children. They are highly skilled and are recognised as playing an important role in the school. Teaching and learning for all pupils can be extended and enhanced with careful planning and collaboration between the teacher and TA.

Teaching assistants must:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- use the school's procedure for giving feedback to teachers about pupils' progress.

9.6 Parent/ Carer(s) responsibilities

We will ensure that all parent/carer(s) are fully informed of any SEND their child may have. Partnership with parent/carer(s) plays a key role in promoting a culture of co-operation between parents and schools. This is important in enabling children with SEND to achieve their potential.

Parents hold key information and have a critical role to play in their child's education. We actively seek to work with parents and value the contribution they make. All parent/carer(s) of children with special educational needs are treated as partners.

We expect parent/carer(s) to:

- recognise and fulfil their responsibilities and play an active and valued role in their son/daughter's education
- be informed by the school of their son/daughter's placement within the SEN framework
- have the opportunity to make their views known about their child's education
- have access to information, advice and support during assessment and any related decision making processes about special educational provision
- alert the school to any concerns they have about their child's learning or provision
- fulfil their obligations under home/school agreements, which set out expectations of both sides

- provide staff with up-to-date information regarding their child's needs or medical condition

10 Equality and Diversity Statement

10.1 The Governing Body and School Staff are committed to ensuring that all members of the School Community are treated fairly and with equality. We will comply with relevant legislation and implement School policy in relation to race equality, disability equality, gender equality and sexual orientation.

11 British Values Statement

11.1 The Governing Body and School Staff are committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different beliefs as set out by the Government in the 'Prevent' strategy in 2011.

12 Impact Statement

12.1 Equality Impact Assessments will be conducted on all school policies as reviews take place.

13. Handling complaints from parents of children with special educational needs

13.1 If you are not happy with the provision made for your child, please contact the class teacher or SENDCO and explain your concerns to them first.

If you are not satisfied that your complaint has been addressed, speak to the Deputy Head Teacher or the Head Teacher. If you do not feel that the issues have been resolved, please follow our formal complaints procedure as outlined in the Complaints Procedure policy.

14 SEN information Report

14.1 **For further information relating to Highfield St. Matthew's SEN please see the SEN Information Report**