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# St Mary's

## Church of England Primary School

### Policy to promote the successful Inclusion of pupils with Special Educational Needs and Disabilities

#### VISION

For children to be excited about their learning, proud of all their achievements, determined to be the best they can be, aware of the world around them, inspired by gospel values.

#### VISION IN CHILD SPEAK

I am excited about my learning, proud of my achievements, determined to be the best I can be, aware of the world around me, and inspired by gospel values.

#### MISSION

- Through excellent teaching we will deliver an inspirational curriculum
- We will enable every child to make the very best progress
- We will work in partnership with children and families to further promote confidence and self esteem
- We will prepare children to confidently face the challenges of growing up in the 21<sup>st</sup> Century
- We will provide children with an understanding of local, national and global communities and faiths.
- With St Mary's Church, Brookside Methodist, and other local churches, we will further develop understanding of gospel values in action through worship and across the curriculum

#### **Safeguarding Statement of Intent**

St Marys Church of England Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at to the school. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying. St Marys Church of England Primary School is committed to safeguarding and promoting the welfare of children and young people through rigorous application of Safer Recruitment processes. All applications for staff positions in the school are thoroughly vetted in accordance with policy. DBS checks are undertaken for all staff and for volunteers who work on a regular basis in school.

## **1. Aims and Objectives**

St Mary's School strives for all children, in keeping with the Mission Statement Aims and Values and the Every Child Matters agenda, to maximize their life chances and participate as active citizens in society by experiencing a positive learning environment that:

- Has high expectations of everyone
- Values their differences
- Offers respect and dignity
- Is challenging but supportive
- Is broad and balanced

We aim to achieve this by helping children overcome barriers to learning and enabling every child to participate fully in the curriculum.

Pupils have Special Educational Needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- A child and young person has SEN if they have learning difficulty or disability which calls for special educational provision to be made.
- A child of compulsory school age or a young person has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has 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.

Children will not be regarded as having a learning difficulty solely because the language spoken at home is different from the language in which they are being taught.

The specific objectives of our SEN policy are as follows:

- To identify pupils with special educational needs and disabilities and ensure that their needs are met
- To identify the roles and responsibilities of staff in providing for children with special educational needs
- To ensure that children with special educational needs and disabilities join in with all the activities of the school, as far as is reasonably possible
- To ensure all learners make the best possible personal progress
- To ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school
- To work in partnership with parents in supporting their child's education to ensure that children have a voice, express their views and are fully involved in decisions which affect their education
- To promote effective partnership and involve outside agencies when appropriate
- To help every child realize their full potential and optimize their self esteem.

## **2. Monitoring**

The success of the school's SEN and Disability policy will be judged against the aims set out above. The Governing body, together with the Senior Leadership Team, will ensure successful implementation of the policy and effectiveness of provision against the following criteria

- That all children are meeting their potential, as far as is reasonably possible
- That class teachers feel supported by the SEN provision.

- The provision of a whole school positive learning environment.

The range of support made in the school each year in response to identified need is detailed in the Provision Map.

### **The Role of the Governors**

The Governing Body will have regard to the SEND Code of Practice and should oversee the implementation of any reforms and provide strategic support to the head teacher.

Key governors, including the nominated SEN Governor will monitor SEN provision through the Standards and Curriculum and Pupil Welfare Committee, which meets termly with the Head and the two Deputy Heads (one of which is the Inclusion Leader). In these discussions, attainment and progress of key groups, including pupils with SEN will be presented.

The governor responsible for SEND at the school is Keith Reynolds, Chair of Governors, who meets with the Inclusion Leader on a termly basis to review policy, practice and provision.

The Head teacher will report back termly to the full Governing Body in accordance with the Committee procedures. Confidentiality will be maintained, and only issues of principle and procedure will be discussed.

### **3. Responsibilities**

The Inclusion Leader for the school is Maria Constantinou, who is also Associate Head of the school. Mrs Constantinou also holds a Post Graduate Certificate in Special Educational Coordination and is a Specialist Leader in Education for SEND.

Children with special educational needs will be taught in the classroom alongside their peers and may receive help from support staff and/or have additional/different learning materials or programmes. Where necessary, to maximize learning, children may work in small groups or in a one-to-one situation outside the classroom.

The Inclusion Leader's responsibilities include:

- Membership of the leadership team
- Organization and management of SEN infrastructure
- Coordination of provision for children with SEN
- Management of teaching assistants supporting children with SEN
- Positive promotion of the school's policy for SEN and disability
- Supporting whole school and individual behaviour management
- Working collaboratively with pupils, parents, staff and Governors to ensure the most appropriate interventions and outcomes for those children identified as having special needs
- Advising on a graduated response of assess, plan, do, review and organising opportunities for parents to become involved in this process where possible.
- Overseeing and updating the records and monitoring the progress of all children on the register
- Liaison with and referral to external agencies, including the LA's support and educational psychology services, health and social services and voluntary bodies
- Overseeing the management of children with medical conditions
- Contribution to the professional development of staff
- Acting as a designated teacher where a Looked after Child has SEN;
- Liaising with staff from other school, where children have come from/are going to.
- Organization and monitoring of resources including the use of the delegated budget

- Producing and publishing the school's SEN offer which sets out information about the school's SEN policy and its implementation.

#### **4. Allocation of Resources**

The Head Teacher and Inclusion Leader are responsible for the operational management of the staffing for special needs provision within the school, including provision for children with a Statement of Special Education Needs. Information regarding 'high needs' funding for children with an Education Health Care Plan (EHCPs) will be shared with the Governing body through the Finance Committee.

#### **5. Accessibility**

The main building and the junior block have wheelchair access and there is a toilet facility for disabled pupils and staff in the junior block. Site modifications, if necessary, will be made if possible. The Governors will endeavour wherever possible to ensure that all new building complies with Disability Access requirements.

#### **6. Identification and Assessment of special educational needs**

The school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the Code of Practice 2014. A range of evidence is collected through the school assessment and monitoring arrangements. If this suggests that the learner is not making the expected progress, the class teacher will consult with the Inclusion Leader in order to decide whether additional and/or different provision is necessary

A range of more specific tests may be used by the Inclusion Leader or support staff to identify difficulties with specific children. There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different actions. Pupils who have disabilities but no special educational needs will be recorded on the school's additional educational needs register.

There are four key areas of Special Educational Needs

1. Cognition and Learning – e.g. specific learning difficulties such as dyslexia and dyscalculia.
2. Communication and Interaction – e.g. speech and language needs and Autism
3. Sensory and Physical – e.g. physical disability, visual and hearing impairment
4. Social, Emotional and Mental Health - e.g. attachment difficulties, behavioural needs

Where a member of staff has any concerns about the learning or progress of a pupil in any aspect of their development, they complete a 'Pupil Concern Form' which specifies what their concerns are and what they have done to address these concerns to date. This is then handed to the Inclusion Leader who will work with the member of staff and parents, to act on a case by case basis. This may be to simply monitor the pupil, to conduct some internal assessments or to refer to an external agency.

#### **Single SEN category**

In September 2014, the term 'SEN support' replaced School Action / School Action Plus. It is the category of support for children with SEN but not on EHC plans.

- It focuses the system on the impact of the support provided to that individual child, rather than how children access support according to the category they fit into.
- It places emphasises on a graduated approach (assess, plan, do and review).
- The aim is to improve the experience and outcomes of school for all pupils ensuring high quality teaching and learning.

Provision/action that is additional to, or different from, that available to all as part of the school's usual differentiated curriculum may be recorded as part of the school's provision mapping systems.

If the school has evidence that a pupil is making insufficient progress despite significant support and intervention, we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress.

Pupils and parents will be invited to be fully involved and kept informed about the involvement of external agencies and proposed interventions.

### Personalised SEN Plans

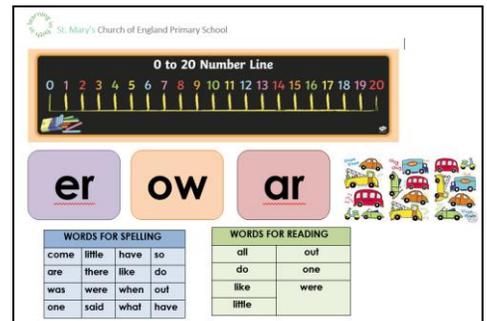
The school will work with parents and pupils, in line with the 2014 SEN Code of Practice on a graduated approach of 'assess, plan, do review', whereby discussions will be had regarding on-going planning, progress reporting and decision making.

Parents, pupils and staff working with the child will be invited to contribute to the construction, review and evaluation of individual, personalised SEN Plans. The review of these plans will take place three times a year and will aim to coincide with parent consultation so that parents will have an opportunity to discuss provision and progress towards targets with their child's teacher, who knows the child well.

Parents are always welcome to make an appointment with the Inclusion Leader to discuss their child's plan or wider issues.

SEN Plans are live documents. Most SEN Plans will be in use across the curriculum; the documents serve as a helpful tool for the children, so they are reminded about their personal targets. Scaffolds and visual prompts are provided on the plans to help the children in lessons e.g. if they have a target relating to key word spelling, or keeping their writing on the line, those words/visual prompts will appear on their plan.

Every effort is made to work with children to make their plans personalised; e.g. if they have a particular interest, this is reflected in the plan as a means of motivation and ownership.



Plans will be in place for children in receipt of SEN Support and those with Education, Health and Care Plans. Where children have social, emotional, mental health needs, parents may agree work with the school to create alternative personalised plans that may not be used in the same way as conventional SEN Plans i.e. being visible across all lessons.

Parents, children and teachers are required to sign Individual SEN Plans, which illustrates a commitment to work towards the agreed targets.

### Statutory Assessment

Should progress, following 'SEN Support', continue to cause serious concerns, the Inclusion Leader will, following discussion, gather advice from teachers, parents/carers, advisory teachers, the educational psychologist and any other agencies as appropriate and request the Local Authority to carry out a Statutory Assessment under Section 323, Education Act 1996. Statutory Assessment will only take place if a child's needs cannot continue to be met with the resources available to the school.

Statutory Assessment however does not always lead to an Education Health Care Plan.

## **Education Health Care Plan**

Education Health Care Plan and will specify the provision necessary to meet the needs of the child.

Progress will be reviewed annually, in accordance with the LA's procedures in Annual Review meetings where all parties involved in the provision or care for the pupil are invited.

If a pupil makes sufficient progress an EHCP may be discontinued by the Local Authority. When pupils with an EHCP are due to transfer to Secondary School, planning for this will be started in the year prior to the year of transfer. Advanced planning for pupils in Year 5 will allow appropriate options to be considered. The Inclusion Leader will liaise with the Inclusion Leader of the secondary school (or indeed other schools) concerned to ensure that effective arrangements are in place to support pupils at the time of transfer. When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

## **Parents and Identification of SEN**

In addition to teachers identifying children in the normal course of their work, parents are invited to express their concerns to the Class Teacher or Inclusion Leader who will arrange, if necessary, for in school assessment.

Parents are able to monitor their child's progress through the regular termly consultation meetings, annual reports and any other meetings requested by the class teachers, support teachers, Head, Inclusion Leader or parents. Parents are also encouraged to participate as fully as possible in supporting their child's learning needs and request additional meetings with relevant staff in order to make this possible.

## **7. Staff Development**

- The Senior Leadership Team takes responsibility for prioritising the training needs of staff.
- The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development.
- Particular support will be given to NQTs and other new members of staff.
- In keeping with the Code of Practice, the whole staff work as a team to meet SEN within the school.
- In-service training is provided in school by the Inclusion Leader, through courses run by the LA or the Health Authority (such as the Speech and Language Service) to ensure familiarity with procedures and teaching and learning strategies relevant to groups or individual children.
- The Inclusion Leader is supported by LA training, as well as advice from LA Advisory Teachers, the EP and appropriate Health Professionals.

## **8. Barnet SEND Information, Advice and Support Service (SENDIASS)**

Parents of any pupil identified with SEND may contact SENDIASS (previously known as Parent Partnership) for independent support and advice.

Barnet SEND Information, Advice and Support Service offers:

- free, confidential, and impartial information and advice
- support for parents/carers of children with special educational needs (SEN) and or a disability.

Information about SENDIASS can be found on the [school website](#) in the SEND Information section.

## **9. Complaints**

Class teachers will work closely with pupils and should be the first port of call in case of any difficulty. Should any parent have cause for complaint regarding SEN provision for their children the following procedure should be followed.

- i. Discuss their concerns with the Class Teacher.
- ii. Discuss their concern with the Inclusion Leader and Head teacher.

- iii. Attend a meeting convened by the Head teacher attended by the above personnel. In addition, the Educational Psychologist or an LA Advisory Teacher may be invited, if appropriate.
- iv. Attend a meeting with the above personnel and a nominated Governor.

It is intended that resolution will be found at any of the stages, and that concerns will mainly be resolved at stages (i) & (ii), be minuted, and any resolutions also recorded. Following either stage (iii) or (iv) meetings the Head and Inclusion Leader will monitor resolutions and meet with parents at an agreed date to review the effectiveness of provision. Should resolution not be reached, following the above, the school complaints procedure may be followed. This can be accessed through the school office.

## **10. External support services**

These services play an important part in helping the school identify, assess and make provision for pupils with special educational needs.

- The school has regular liaison with and can request assessment and advice from the Educational psychologist.
- In addition, the school may seek advice from the Local Authority's specialist advisory teaching services for children with sensory impairment, physical difficulties, speech and language difficulties or emotional and behavioural difficulties.
- The Speech and Language Therapist assesses and monitors the progress of children with significant speech and language difficulties.
- School may also seek advice and support from other agencies, such as the Primary Project, CAMHS (Child and Adolescent Mental Health Service), Occupational Therapy, Physiotherapy, Paediatricians, The CAF team or Social Services (Multi-Agency Safeguarding Hub – MASH). A child's class teacher will work closely with parents at all stages.
- Multi-agency liaison meetings, with representation from, for instance, Social Services, Health and the Educational Psychology Service are held when necessary to ensure effective collaboration in identifying and making provision for vulnerable pupils.
- The school has access to the Education Welfare Officer.

Signed: \_\_\_\_\_

**M Constantinou,**  
Inclusion Leader and Associate Headteacher

**Reviewed: August 2018**

Other linked policies:

- Safeguarding Policy
- Teaching Assistant Policy
- Behaviour Policy including Anti-Bullying Policy and Physical Restraint Policy
- Single Equalities Policy (Encompassing: Race Equality Policy, Health, Safety and Welfare Policy, Sex and Relationship Policy, Looked After Children Policy, Disability Equality Duty Policy)
- Medical Needs Policy