



Special Educational Needs and Disabilities Policy 2021

St Matthew's Church of England Primary School and Brunel Nursery School is a federation. This is where two or more schools are governed collectively under a single governing body. This federation also shares the same head teacher, deputy head teacher, inclusion coordinator and foundation stage leader.

St Matthew's Church of England Primary School Mission Statement

We aim to provide a positive learning experience in a safe and respectful environment. We strive to teach an inspiring and inclusive curriculum that promotes a love of learning. As a Christian school, we endeavour to develop the spiritual and moral values of all members of the St. Matthew's family, and a meaningful and loving relationship with God. We want our children to be cheerful and independent individuals who reach their potential and are proud of their achievements. We hope to develop confident, caring citizens who are well prepared to enjoy happy and rewarding lives.

Brunel Nursery School Mission Statement

We aim to provide a positive learning experience in a safe and respectful environment. We strive to teach an inspiring and inclusive curriculum that promotes a love of learning. We want our children to be cheerful and independent individuals, who reach their potential and are proud of their achievements.

Our motto: Learning Together.

Policy Reviewed	
Date	By Whom
13 th September 2021	Governors of the Achievement Committee
Date for next review: September 2022	
Signed by Chair of Governors	
Date of Signature	

SECTION 1

Definitions

According to the Special Educational Needs and Disability Code of Practice 2014 – A child or young person has Special Educational Needs and/ or Disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he/she:

- Has a significantly greater difficulty in learning than the majority of others of 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.

Beliefs and Values

St Matthew's Church of England Primary with Brunel Nursery School vision states that we aim to enable every child to 'reach their full potential'. We believe that every teacher is a teacher of every child including those with SEND. We are committed to this by offering an inclusive education to ensure the best possible progress for all our pupils whatever their needs or abilities. We aim to provide access to a broad and balanced curriculum, but also offer small group support, individual strategies or help where children have specific needs. All children will be valued, and we aim for them to experience success and achievement- thus increasing their confidence and self-esteem.

Roles and Responsibilities

The Headteacher, **Mr J Rogers**, has responsibility for the day-to-day management of Special Educational Needs and Disability. The Inclusion Coordinator, **Mrs R Fenton**, in collaboration with the Head Teacher and the governing body plays a key role in determining the strategic development of the Special Educational Needs and Disability policy and the provision in school in order to raise the achievement of children with Special Educational Needs and Disability. **Mr Mann** is the named governor for Special Educational Needs and Disability, but the Governing Body as a whole is responsible for making provision for pupils with special educational needs and disability. The Governing Body's Annual Report will report on the implementation of the policy and the effectiveness of the provision made.

The Inclusion Coordinator has the NASENCo Award and is a member of the Senior Leadership Team. The INCo is also the designated person for Safeguarding. The role also includes:

- Overseeing the day-to-day operation of the school's Special Educational Needs and Disability policy
- Co-ordinating provision for children with Special Educational needs and Disability
- Liaising with and advising fellow teachers
- Managing support assistants
- Overseeing the records of children with Special Educational needs and Disability
- Liaising with parents/carers of children with Special Educational needs and Disability
- Contributing to the professional development of all staff
- Liaising with external agencies

Teaching and Learning Assistants work under the direction of the class teacher and the Key Stage team, often with input from the Inclusion Coordinator. They may support individual children (mostly

those with Individual Pupil Resourcing Agreements or Educational and Health Care Plans) or other groups of children when directed by the class teacher.

The monitoring criteria include:

- Analysis of pupil tracking data and test results for individual pupils and cohorts
- How well identification and assessment procedures have ascertained pupils' needs and contributed to future success
- Ascertaining parents/carers views on how effective they believe provision to have been
- Evidence from Ofsted inspection reports
- School development plan

SECTION 2

Admission Arrangements

All admissions to St Matthew's Church of England Primary and Brunel Nursery School are based upon their Admissions Policies. There is no differentiation made between pupils with or without Special Educational Needs or Disability .Parents /carers seeking the admission of a pupil with mobility difficulties are advised to approach the school in advance so that discussion and planning can take place. The school has an Accessibility Plan relating to this issue.

Facilities

The school has no specialist unit attached however, the school has a disabled toilet and shower complete with a changing bed and hoist. Brunel Nursery School has a changing bed and hoist. Other specialist equipment is loaned by the Special Educational Needs and Disability Support Service (SEND SS) or Occupational Health Service.

(See accessibility plan on our website for further information)

Objectives

The specific objectives of our Special Educational Needs and Disability policy are as follows:

- To identify pupils with special educational needs and disabilities and ensure that their needs are met
- The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, 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
- To ensure that all learners make the best possible progress
- To ensure that parents are informed of their child's special needs and provision and that there is effective communication between parents and school
- To ensure that children are involved and informed in decisions about their education
- To promote effective partnership and involvement with outside agencies

SECTION 3

Identification, Assessment and Monitoring of Special Educational Needs and Disability

The school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational need in line with the Code of Practice 2015. A range of evidence is collected through the usual assessment and monitoring arrangements. If this suggests that the pupil is not making the expected progress with high quality teaching, or the class teacher's professional judgement indicates concerns about the pupil; the class teacher will consult with the Inclusion Coordinator, who then may carry out individual assessments in order to decide whether additional and /or different provision is necessary. If this is the case, then parents will be informed and the pupil will be placed at Special Educational Needs Support.

For Brunel Nursery pupils, those with identified special educational needs and/or working between 16-26 months in one or more prime areas of the Early Years, advice will be sought from an Early Years Advisory Teacher. If found to have additional needs a Child and Family (CAF) may be opened. The advisory teacher will decide if the child meets criteria for SEN inclusion funding (SENIF).

St Matthew's CE Primary also considers other factors that impact on progress and attainment, for example, attendance and punctuality, health and welfare, English as an Additional Language, or being a Looked after Child. The inclusion coordinator and school wellbeing mentor liaise closely on the attendance of pupils with SEND.

SECTION 4

Special Educational Needs Assess, Plan, Do, Review Cycle

The triggers for intervention through school action could be the teacher's or others' concern, underpinned by evidence, about a child, who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Pre Special Educational Needs, persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Provision/action that is additional to or different from that available to all will be recorded in an Additional Learning Goals form. This will be written by their teachers in consultation with the inclusion coordinator, support staff and, if appropriate, pupils and /or parents. It will be agreed by parents/carers and will be reviewed at least twice a year. This provision may include providing different learning materials, programmes of work or special equipment; introducing group or individual support with the Inclusion Coordinator's or Teaching and Learning Assistant's or increased pastoral support.

Despite receiving an individualised programme and/or concentrated support as above and the child:

- Continues to make little or no progress in specific areas over a long period

- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

External services will be called upon to offer assessment, advice and strategies. The input from external services will help to inform planning for the needs of the pupil – e.g. providing fresh targets and strategies and help in the measurement of a pupil's progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

School access numerous external services in order to support our pupils with Special Educational Needs and Disability:

Local Authority Educational Psychologist
 Early Years Educational Psychologist
 Health Visitors
 Portage
 CAMHS (Child and Adolescent Mental Health Service)
 Primary Mental Health Team
 Child/Clinical Psychology Service
 Occupational Health Service
 Physiotherapy Service
 Speech and Language Therapists
 Paediatric Services
 Medical Services
 Social Care Services
 School Nurse
 Educational Welfare Officers
 St Thomas's Pupil Referral Unit
 The Heights Nurture Provision
 Special Educational Needs and Disability Support Service (SEND SS)

(See Special Educational Needs and Disability **Information Report** on Blackburn with Darwen Website and Local Offer Website for further information <https://www.bwdlocaloffer.org.uk> and SEND flow chart).

Success Criteria

St Matthew's Church of England Primary and Brunel Nursery School monitor Special Educational

Needs and Disability provision so that we can ensure that we are meeting the needs of our Special Educational Needs and Disabled pupils in the most effective way possible using the resources available. The Governors will oversee this process and will report annually to parents. When considering how successful our policy is, we will consider:

- Movement of pupils on/off the Special Educational Needs and Disability register.
- The identification and assessment of Special Educational Needs and Disability i.e. early identification – Performance Indicators for Target Setting (PIVATs)/ Baseline results.
- Pupil success in the National Curriculum and achieving targets. Comparative data from annual standardised tests in KS2.
- Resource allocation.
- Parental views and opinions expressed at Parents Evenings, reviews and informal discussions.
- Effectiveness of documentation.

Statutory Assessment

If the child continues to demonstrate a significant cause for concern, a request may be made by the school to the Education and Health Care Panel to consider the need for Statutory Assessment for an **Education and Health Care Plan**. The Local Authority considers the needs of the child and if their criteria are met, then an Education and Health Care Plan is issued which sets down the provision the pupil to be made for the child. For pupils who have an Education and Health Care Plan their progress and the support outlined in their Education and Health Care Plan will be reviewed annually and a costed provision map and report is provided for the Local Authority by the Inclusion Coordinator.

Transfer

St Matthew's Church of England Primary School has good working relationships with its Secondary Schools and the Inclusion Coordinator liaises with the Special Educational Needs and Disability Coordinators of these schools in the months prior to transfer from either KS2 to KS3 to ensure that the receiving schools are fully informed about the specific needs of our pupils. Advanced planning for pupils with Education and Health Care Plans in Year 5 allows for appropriate options for transfer to be considered.

The Inclusion Coordinator makes visits to Brunel Nursery in the Summer Term prior to transfer to Key Stage 1 in order to observe pupils that have been identified with Special Educational Needs and liaise with the appropriate staff and parents. In some cases transition meetings are held with parents and staff from both schools/settings being involved in planning for a smooth transition. 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.

The Inclusion coordinator or Early Year Class Teacher may also visit other Early Years providers, including private nurseries and children's centres if a child with Special Educational Needs and Disabilities will be transferring to St Matthews or Brunel.

Partnership with parents

St Matthew's Church of England Primary and Brunel Nursery School recognises that parents/carers have a key role to play in their child's education. We aim to fully involve them and have their views taken into account. The Inclusion Coordinator and School Well Being Mentor are able to provide advice on what support is available to parents (See Special Educational Needs and Disability Information Report on Blackburn with Darwen Website and the Local Offer Website for further information:

<https://www.bwdlocaloffer.org.uk>

Partnership with pupils

Whenever appropriate, children with Special Educational Needs and Disability are encouraged to be actively involved in the decision-making processes about the provision that is to be made for them. We actively encourage pupils to be involved in their own target setting and in reviewing their performance.

Complaints

The child's class teacher and the Inclusion coordinator will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. If concerns cannot be resolved by the usual schools' complaints procedures then parents can request support from the Parent Partnership Service who may then involve the Independent Disagreement Resolution Service.

Training

The school makes an annual audit of training needs for all staff taking into account school priorities, as well training needs stated during the Professional Development Interviews that are carried out with all staff in school. The Special Educational Needs and Disability Coordinator or Leadership Team takes responsibility for prioritising and meeting the training needs of support staff.

All teachers and support staff meet with the INCo to discuss the systems and structures in place around the school's SEND provision and to discuss the needs of the individual pupils.

The INCo regularly attends the local network meetings for SEND and the School Improvement Group meetings for SEND.

All Teaching and Learning Assistants are part of the performance management cycle, which enables them to set targets and review their progress each year.

Review

This policy was discussed and agreed with teaching and support staff, pupils, Governors and parents.

Reviewed by Mrs R. Fenton (INCO)

Date: September 2018
February 2020
September 2021

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)

- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012