



'With God nothing is impossible' – Luke 1:37
'You are the light of the world' – Matthew 5: 3

St Matthew's C.E. Primary
Teaching and Research School

Special Education Needs and Additional Health Needs Policy

Objectives

St Matthew's C.E. Primary Teaching and Research School is a caring community, whose values are built on Christian foundations, encouraging mutual trust and respect for all. **We aim to promote a Christian ethos and use our best endeavors to ensure that all children fulfil their full potential.**

We believe that all children have the same entitlement to access all areas of the school curriculum. We endeavor to make this possible through differentiation and varied teaching styles. Each child is valued as a unique individual and we are committed to providing the best learning opportunities within the school.

We aim to ensure that all pupils make progress so that:

- They achieve their best;
- Become confident individuals living fulfilling lives;
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

St Matthew's C.E. Primary Teaching and Research School will fulfil local and national responsibilities as laid out in the following documents/statutory guidance:-

- ***Special Educational Needs and Disability Code of Practice 0 – 25 years, Part 3 of the Children and Families Act, 2014***
- ***The Equality Act, 2010***
- ***Supporting Pupils with Medical Conditions, April 2014***

Our Special Educational Needs Co-ordinator (SENCo) is **Mrs Simone Taylor**; she is responsible for the school making its best endeavors to ensure that children at St Matthew's, with special educational needs, get the support they need. She is also responsible for making sure that all children with special educational needs and disability are included in the daily life at school. We believe that children should be treated equally and wherever possible, reasonable adjustments are made so that they have access to the curriculum and extra-curricular activities, such as class trips, performances, after-school clubs etc.

The schools governing body has a nominated SEND governor. **The Governor is called Donnita Forde.**

St Matthew's bases its Additional Health Needs policy and practice on the following principles:

- **Open and honest communication** (promoting successful liaison/communication between parents/carers, children, teachers and support agencies).
- **A partnership approach** between children, their parents/carers and school;

- **Appropriate and effective teaching and learning** (knowing each child's individual development and learning needs and providing for them accordingly to ensure access to all areas of the curriculum).

The SENCo is required to have specialist training (National Award in Special Educational Needs Co-ordination). Mrs Taylor obtained her training in July 2020.

The SENCo is supported by the Pastoral Team and The Learning Behaviours Team. These teams are overseen by the DHT, Tracey Adams.

The SENCo governor should support Mrs Taylor in fulfilling the SENCo role in the following ways:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

Funds from the Notional SEND Budget are used to support SEND by:

- Purchasing resources
- Training teaching staff
- Paying salaries of support staff

1. Admission Arrangements

All applications for admissions to school are considered with preference given to siblings of children already in school and those residing in the catchment area. Children with Special Educational Needs are admitted providing the school can meet their entitlement to full access to all areas of the school curriculum. Also on a faith basis as follows:

- Anybody whose parent/guardian regularly attends the local Church of English Parish Church. We define regular as meaning once a month for a twelve-month period and this will be confirmed by a letter from the local minister. **Due to COVID-19, this has now been revised. Please see the Admissions and Appeals Policy.**
- Anybody whose parent/guardian regularly attends any other Church of England Church. We define regular as meaning once a month for a twelve-month period and this will be confirmed by a letter from the local minister. **Due to COVID-19, this has now been revised. Please see the Admissions and Appeals Policy.**
- Anybody whose parent/guardian regularly attends any other Christian denomination (defined as a Church who are members of Churches together in England or the Evangelical Alliance). We define regular as meaning once a month for a twelve-month period and this will be confirmed by a letter from the local minister. **Due to COVID-19, this has now been revised. Please see the Admissions and Appeals Policy.**
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2. Definition of Special Educational Needs

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.’

(Taken from *Code of Practice, 2015*)

The Code of Practice identifies four areas of needs as follows:

- **Communication and interaction** (Difficulty with communicating with others, finding it difficult to say words/express themselves, understanding what is being said, difficulties with social interaction e.g. autism or Asperger.)
- **Cognition and learning** (Learning at a slower rate than peers, even when appropriate differentiation has been put into place.)
- **Social, emotional and mental health difficulties** (This need can manifest itself in many different ways – withdrawal, isolation, challenging or disruptive behaviour, anxiety, depression, self-harming.)
- **Sensory and/or physical needs** (visual/hearing/physical impairment which prevents children from accessing educational facilities generally provided).

Children can have needs in more than one area.

3. How do we identify children with additional needs?

Some children enter St Matthew's with additional needs that have already been identified, for example a hearing impairment or mobility need.

In their daily work with children, teachers at St Matthew's are responsible for assessing the children's learning and progress. Teachers are expected to use a variety of methods of assessment, including observation, children's work, questioning as well as tests. We have high expectations that all children will make progress through quality first teaching. If progress in an aspect of the child's work starts to slow or stop, this is a trigger to explore why this may be happening. Teachers will also raise concerns about a child's progress, where disaffected learning behaviours might indicate an additional need and progress previously has been good.

4. The 'Assess, Plan, Do, Review' Cycle

At this point the teacher will talk to and involve parents and the child in discussing the concerns. The SENCo may be involved at this point, but not always. Further **assessments** may need to be made but these should quickly lead to a **plan** of action. This plan is referred to as an **Individual Target Plan** (ITP) This will be discussed with parents/carers and the child. Targets will be given and suggestions will be made about how parents/carers can support the child at home.

Timescales will be set, the plan will be **implemented and provision will be made**. The provision will depend on the need but could involve any of the following:

- small group work
- paired work
- pre-tutoring
- extra guided sessions
- different teaching approaches
- specific interventions such as, 1st Class@Number, Success at Arithmetic, Wellcom, NELLI and Herts Fluency Programme
- specific resources such as writing frames, specific practical apparatus in maths.

Teachers will continue to observe and assess the impact of the additional support and include the child in this process. There will then be a **review** meeting with the teacher, parent/carer and child to find out how the plan has supported the child to make progress. Review meetings take place termly.

At this meeting, a decision will be made, either to discontinue the additional support and provision because the child has made sufficient progress to close the gap, or to continue/adapt the support and prepare another plan.

If the child continues to make no or very little progress, a decision will be made about involving outside agencies.

This is referred to as a '**graduated**' response.

At St Matthew's, where a child's needs are being met within the class, by adapting

teaching approaches, we call this **Universal SEN Support**. This is because it is the class teacher's responsibility, with the support of the SENCo, to provide the additional needs by careful resourcing.

When an outside agency begins to be involved in assessing and providing support for the additional needs, we call this **Targeted SEN Support**.

Education Health and Care Plans (EHCs) are the outcome of a request for statutory assessment, submitted to the Local Authority (LA). This assessment is requested by the Headteacher and a referral is made. The LA considers the need for a statutory assessment, and, if appropriate makes a multi-disciplinary assessment, including assessments by Health Services. If the LA deems an EHC is appropriate, it will be issued and the LA arranges monitoring and review provision.

EHCs require school to complete an annual review, which is documented and monitored by SENAR (Special Educational Needs Assessment and Review). At St Matthew's, we hold Person Centred Reviews so that both parents/carers' and pupil's views are listened to and they are at the centre of decision-making. SENAR uses the documentation to hold schools to account for the provision and progress of these pupils.

EHCs and Statements will co-exist within Birmingham Local Authority for the next three years. Children, who currently have Statements of educational need, will transfer to an EHC on a rolling programme over the next three years.

Individual Pastoral Plans (IPPs) are put in place when a child's additional needs manifest themselves in disaffected/disruptive behaviours. An IPP is the outcome of the same process of Assess, Plan, Do, Review cycle, where targets and provision are aimed at reducing the emotional/behavioural barriers to learning. Parents and children are involved in exactly the same way as for Individual Target Plans. These plans are reviewed on a regular termly basis and may lead to outside agencies being involved. The same **graduated response** applies.

5. Links with External Agencies

Children with SEN can benefit from the support of appropriate agencies. Children can be referred to a variety of support services by the SENCo with parental permission.

St Matthew's CE Primary school has links with:

- Educational Psychology Service
- Pupil, School Support Service
- Communication and Autism Team
- Speech and Language Therapy
- School Nurse
- Children's Advice and Support Services.

6. Responsibility of Teaching Staff

To ensure that this policy is effective staff need to:

- Identify children's individual needs, as early as possible in their school life;
- Ensure that all children are included within the whole school curriculum and have equality of opportunity;
- Provide an ITP/IPP which records targets, strategies and provision for that child which is additional to and different from any differentiated work planned;
- Consult and work with the SENCo;
- Consult and work with children and parents;
- Review ITPs/IPPs regularly (termly);
- Consult with external agencies to provide an ITP/IPP, which records further achievable targets, strategies and provision of that child
- Ensure that children take an active part in learning and assessment, in reviewing their targets and celebrating success.
- Ensure that parents are fully informed and encouraged to be involved at all stages of the process.
- Support and monitor provision for children in their class with Special Educational Needs.
- Aim to ensure that children at St Matthew's are positive about themselves and their efforts, are free from being bullied and that they have the opportunity to succeed and reach their full potential.

7. What happens when a child with additional needs moves school?

St Matthew's believes that working co-operatively with other professionals and settings is in the best interests of children. At key transition points (nursery to Primary or Primary to Secondary) the SENCo will be involved in information sharing about children. This may be through telephone conversations and/or school visits.

We endeavor to support parents/carers of children with complex needs, in choosing the most appropriate educational setting for their child.

If a child moves to a new school within the academic year, St Matthew's also provides information regarding your child so that s/he can make a smooth transition. Likewise, if a child with additional needs moves to St Matthews, our SENCo, will liaise with the school, to ensure that we have all the necessary information to help the child make a good start to life at St Matthew's.

8. How does school keep records about children with Special Educational Needs?

If your child has special educational needs, we keep records to help the teachers and the SENCo to track the progress of your child.

The following records are kept:

Special Educational Needs Register/Overview – The SENCo uses this to have an overall picture of the children and their progress.

Provision Map – The SENCo uses this to map out all the different interventions that are in place for children at school, including what after-school clubs a child with educational needs might attend over the year.

Individual Target Plans – These are written and shared with parents and children and they explain what the targets are and how the targets are to be achieved. Parents have copies of these.

Individual Target Plan Reviews – These are written ready for the review meetings with parents and children. They are evidence based so that everyone knows about the impact provision and teaching approaches have had on the learning and progress. Parents and children contribute to these and parents have a copy.

Individual Pastoral Plans and Reviews – These are written for children whose learning behaviour is impacting on their progress. They are written in exactly the same way, with parents and children and are reviewed in the same way as Individual Target Plans (see above).

Education and Health Care Plans – This paperwork is issued after a request for statutory assessment has been successful. These plans must be reviewed annually with the child and parent/carer at the heart of the meeting. Everything that is discussed at the review meetings is summarized and sent to parents. If the review recommends any changes to the plan, SENAR (Special Educational Needs Assessment and Review) will issue school and parents with the documents.

English/Maths/Speaking and Listening Toolkits – Teachers use these as an assessment tool on a regular, termly basis. It helps them to identify where children have made progress and to set new targets. These will be shared in the teacher's discussions with you.

9. St Matthew's Special Educational Needs Offer

The Code of Practice 2015 states that schools must set out their SEN report on the school's website. If you visit our website, you will find a summary of what St Matthew's is able to offer your child and reflects this policy. It also has useful telephone numbers and reflects Birmingham Local Authority's 'Local Offer'.

Birmingham has a dedicated website for children with disabilities and special educational needs called 'My Care'.

10. Dealing with Complaints

If parents have queries or complaints about provision for children with Special Educational Needs, they should discuss their concerns with the class teacher. If they continue to have concerns, they should meet with the SENCo. If the SENCo does not resolve this issue, parents can meet with the Headteacher.

<i>Policy Author:</i>	<i>Simone Taylor</i>
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