



## SHENFIELD ST. MARY'S

# SEND (Special Educational Needs and Disabilities) POLICY

Ratified: Spring 2025

Review date: Summer 2027

In our school our Christian vision shapes all we do.

Mission Statement: ***Unlock every child's potential as a unique child of God***

*Our aim is to ensure that every child's unique strengths are celebrated and strengthened alongside gaining an excellent academic, social, emotional and physical education.*

***Our aim is to provide access to a curriculum and range of learning experiences of the highest possible standard.***



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## **1. School Ethos for SEND**

Our aim is to ensure that every child's unique strengths are celebrated and strengthened alongside gaining an excellent academic, social, emotional and physical education.

We create a happy, caring community where all feel valued and secure. We value the contributions made by all children, professionals and parents to help enhance and maintain our inclusive school community. We appreciate and value the best efforts of every child in all aspects of school life, ensuring they realise their maximum potential. We provide a broad, balanced and stimulating curriculum for every child regardless of race, gender or ability.

We aim to maximise the potential of every child by identifying their special need as soon as possible and offering support.

## **2. Objectives**

1. To identify as soon as possible children who are having difficulty accessing the curriculum.
2. To match the curriculum tasks to the child by quality first teaching and differentiation.
3. To offer support for specific difficulties as resources allow.
4. To set attainable targets.
5. To monitor, review and evaluate progress.
6. To follow the statutory guidance from the Department for Education 'Special Educational Needs and Disability Code of Practice 0-25years.

**Please read this SEND Policy alongside our schools SEND Information Report.**

## **3. Persons responsible for SEND provision**

The Head of School, in conjunction with The Inclusion Lead and SENDCo (Special Educational Needs and Disabilities Co-ordinator) have responsibility for the SEND provision and work closely together supporting the pupils and families.

The Inclusion Lead is the Head of School. The SENDCo works two days per week and her role includes working with pupils, liaising with staff and with outside agencies and meeting with parents. The Inclusion Lead is responsible for day to day organisation and delegation of support staff.

Regular staff liaison is available between 8.15am and 8.45am. The SENDCo is available to see parents, after school or at prior arranged times. The Inclusion Lead attends and leads staff meetings and the policy is reviewed on a regular basis.

The Inclusion Lead and SENDCo have completed SENDCo 1 and SENDCo 2 National SENDCo Accreditation Award. The SENDCo has also completed the Advanced SENDCo Accreditation.



#### **4. Provision**

According to the constraints of the budget, additional resources are allocated annually for special needs. This would incorporate the quantity and deployment of support staff hours.

Children with an Education, Health and Care Plan (EHCP) are technically, the responsibility of the Local Education Authority although, of course, the school provides for their daily care and support. Advice may be sought from the SENDCo or Essex Inclusion Partners (January 2020.)

Dedicated staffing for SEND is made up of one SENDCo and a specialist intervention LSA. LSA (Learning Support Assistant) time is also allocated to classes depending on the need of the class and can change year on year.

A laptop word processor is available for home use. There is a variety of reading material throughout the school, purchased to meet the specific needs of some of the children. These resources are allocated as and when they are needed.

#### **5. Identification and Assessment Arrangements**

Children on the SEND register are monitored through termly pupil progress meetings and ongoing teacher assessment, observed to identify their 'gaps in learning'. We then use the observations, discussions with pupils, parents and teaching staff, classroom monitoring/observations, data and book look (triangulation monitoring) to plan suitable program to ensure progress.

Ongoing assessment and pupil progress is tracked each term using the Target Tracker programme. The Head of School holds Pupil Progress meetings with each class teacher each term. Discussions on all pupils including lower achieving children and any child who appears not to be making expected progress. The SENDCo is informed of these discussions and can be involved in the monitoring of some of the children causing concern.

Foundation pupils carry out an initial baseline assessment and regular screening to help identify their progress. It is good practice to only monitor pupils in EYFS in their first year of school and not to place them on the SEND register (unless a specific diagnosis) as their need could be related to transition and/or maturity and not a specific need. Through careful monitoring and liaison with parents we work together to place them on the register in year 1 if we feel it is appropriate.

#### **6. Identification**

- a) The teacher expresses concern to the SENDCo that no measurable progress at all is being made and the pupil is not meeting end of year group expectations. Teachers assess pupils learning and progress on a daily basis with 'test' results providing additional evidence, rather than being the main source of information.
- b) Parents of the children themselves may also express concern which could be followed up by the collecting of evidence e.g. child cannot read 20 words.



- c) Other professionals can advise e.g. speech therapist, GP, playgroup leaders
- d) Once identified as a concern the pupil will be monitored and possibly receive additional support from the class teacher and/or class LSA.

Progression to the SEND register would take place after evidence has been collected and little progress has been made since additional support from those outlined in d) has been implemented. Working below the end of year group expectations would not, by itself, be a reason for inclusion on the SEND register.

## **7. Implementing the Graduated Approach**

For all our pupils at St Mary's we follow the - Assess – Plan – Do – Review - model.

Quality First Teaching (QFT) is paramount for all children in our school. All class teachers plan for *differentiation* (*different* work and expectations to reflect pupil ability and readiness) within class lessons and liaise with the SENDCo for advice, either before or during provision. At this point the child may be placed on our schools SEND register.

We have two categories on our SEND register:

1. Quality First Teaching (QFT) meaning that the child's needs can be met by the class teacher differentiating lessons and outcomes. The child's progress is monitored carefully by the class teacher, SENDCo and Head Teacher in her termly pupil progress meetings

If the pupil is making little progress (significantly below age related expectations) the SENDCo will supervise the drafting of a 'One Plan' for children with identified SEND. The child will then be placed on the SEND register under the second category of:

2. Additional School Intervention (ASI) Therefore, the school are implementing 'Different from and in addition to' regular interventions and differentiated work above and beyond what is already taking place in class.

A One Plan outlines the views of the child (how they feel about their learning) and specific targets (SMART) that are set alongside the child and teacher/LSA. All views and targets are reviewed at least termly. The parents of children on the Special Needs Register are invited to attend meetings to discuss their child's progress and review their child's progress. These meetings can include the class teacher, SENDCo, LSA, class teacher and child.

The staged approach laid down by Essex Local Education Authority consists of three stages:

1. Lesser need of SEND - QFT (old term - School Action)
2. Greater need of SEND - ASI (old term - School Action +)
3. EHCP (old term - Statement of SEND)

### **Lesser need of SEND - Quality First Teaching (QFT)**

Children are identified as having a lesser need of SEND when their day to day needs can be met within a differentiated curriculum. For example: the child may be part of a specific Early Literacy intervention to secure their understanding of phonics, this is not deemed as, in addition to Quality First Teaching.



### **Greater Need of SEND - Additional School Intervention (ASI)**

The trigger for a child to be placed in the greater need of SEND category could be that, despite receiving an appropriate support and intervention through Quality First Teaching the child fails to make sufficient progress against their targets and end of year expectations. In the event of this, the school will look carefully at their interventions and if needed increase the level of support. Support and advice from external services may also be sought.

These children have a 'One Plan' written by the class teacher, LSA (where appropriate) and SENDCo with specific targets and a detailed break-down of how the child is going to achieve the target. This will be discussed with child and parents.

### **EHCP (Education and Health Care Plan) 0-25 years**

In close partnership with child, parents and school the Local Education Authority considers the need for an EHCP (Education, Health and Care Plan) and, if necessary, issues an EHCP, arranges funding and reviews the provision. Children will be issued with an amount of money (using the Band system set by Essex County Council) and clear outcomes with provision needed to meet these outcomes.

If an application for an EHCP is requested by either the parent or the school, we ensure that parents and child are fully involved in the process. More information on the EHCP can be discussed with the SENDCo and can also be found on the Essex County Council website and through SENDCAN.

### **8. Social and Emotional Well Being (please refer to our Mental Health and Well Being Policy)**

If a child is dealing with social and/or emotional well-being we will ensure that their need is catered for. In the first instance if a parent has concerns, they must notify the school for us to support the family. If the school has concerns, then we will involve the parents/carers as soon as possible.

Depending on the need and the individual child and situation we will set up support that is individualised. For example, a buddy system and meet and greet if a child is struggling to come into school in the morning. We will use the 'Support Group Approach' to work with children who feel isolated and possibly bullied.

We may refer the child to Jo Cox, our Well Being Worker who works in the school for five hours per week offering mentoring and support to focus pupils.

If a child's social and emotional need cannot be met by the school's day to day provision, we will seek external advice and in close consultation with the parents/carers we will refer to a counselling service, Kids Inspire.



## **9. Access to a balanced and broad curriculum**

All children, regardless of ability or need, have access to our full, broad and balanced curriculum. Adapted teaching can be achieved by outcome or input. Class tasks and expectations for learning outcomes vary according to ability and are matched to individuals, groups or the whole class. To facilitate targeted individual or group teaching, pupils may also be withdrawn from the classroom on occasions. At St. Mary's, all members of staff are focussed on meeting the needs of all children. This underpins everything that we do.

## **10. Highly Able Children**

We aim to identify and support pupils who show exceptional talent or abilities.

All teachers differentiate the curriculum to cater for the needs of the children to ensure that all make good progress. Able children, like all others, need to be engaged and challenged for all lessons. They may be given different tasks or be asked to work differently and will have appropriate expectations demanded of them.

Mastery within our curriculum is ensuring that pupils develop the skills to deepen and broaden their understanding.

## **11. English as an Additional Language (EAL)**

At Shenfield St. Mary's, we positively recognise our culturally diverse society. Thus, for all children with English as an additional language we aim to:

- Develop language enrichment for all children
- Accept the importance of a child's mother tongue language
- Support the child in the acquisition of the English Language, both oral and written
- Liaise with parents

## **12. Inclusion – The Bigger Picture**

“Building on best practice the 0-25 SEND Code of Practice sets clear expectations on schools to deliver a whole school approach to SEND, with good quality teaching as a first response and a clear focus on outcomes. Teachers are the heart of the new SEND support system, supported by the strategic role of SENDCos, with strong leadership from head teachers and governors”.

*Edward Timpson – Parliamentary Under-Secretary of State for Children and Families*

“The quality of teaching and other support provided for pupils with a range of aptitudes and needs, including those with special needs so that their learning improves”.

*New Ofsted Framework (Draft) September 2011*

At Shenfield St. Mary's School we endeavour to achieve the aims set out above and these are further reinforced in our Equalities Act Statement (2012/2025).



### **13. Criteria for evaluating the success of the policy**

Alongside the School Development Plan, Inclusion targets will be set annually and pursued throughout the whole school.

Individual pupils progress will be evaluated at regular intervals (at least termly). We would judge that 80%+ of the targets set would be a successful outcome. Parental satisfaction is discussed at a termly Governor focus visit, which monitors the SEND provision of the school.

The Local Board discusses SEND each term.

### **14. Arrangements for considering complaints**

If parents are concerned or are unhappy with the SEND provision, they should:

1. Approach the class teacher
2. Approach and meet with the phase leader (EYFS/KS1 and KS2)
3. Approach the Head of School
4. Approach the Governors

The school will respond to such concerns at stages three or four as outlined in the Essex policy guidelines and, if necessary, following the school's Concerns and Complaints Procedure.

### **15. In-Service training of staff**

Whole staff training is provided by SENDCo, Specialist Teachers and other outside agencies e.g. SNAP, Essex CC, CSS and private outside advisors/agencies.

Specific training where possible, is arranged for Learning Support Assistants working with all pupils. Through the Brentwood Collaborative Partnership (BCP) and Educare (our online training provider) regular LSA training is delivered focusing on a wide range of topics.

### **16. Support Services Outside School**

Parents can privately consult external specialists e.g. Dyslexia Institute, Speech Therapist and Extended Services. We liaise with these wherever possible with the parents' permission.

### **17. Parents**

Parents are involved on a regular basis in school. If a child is on the SEND register parents are invited in on a termly basis to meet with the SENDCo and/or class teacher, to discuss the support their child is receiving, progress against targets and next steps. These meetings can be more regular if needed depending on the child's individual needs.



Parents are also welcomed at the pre-school induction meeting, at parents' evenings and at regular events throughout the year, for example fabulous finishes, MacMillian Coffee morning and church services.

More formal procedures are followed with forms and meetings when pupils are on the SEND register and the SENDCo is involved. Parents are asked to co-operate closely with the school by following up aspects at home e.g. regular home reading programme, spelling, handwriting, talking.

We have strong links with secondary schools and pre-schools ensuring closely monitored transition procedures are in place for the child's next step in education.

When a new pupil starts at Shenfield St Mary's mid-year or mid-way through their education journey e.g. year 3 we liaise closely with the parents and the child's previous school and set up a transition timetable that will be suitable for the individual child.

Physical concerns are addressed initially by the school nurse on her visits or pupils consult their own GP.

Attendance is checked and reviewed regularly.

### **18. Special Facilities for Access**

The school is accessible to all areas at ground floor level. There is no disabled access to the classrooms on the first floor. There is a disabled toilet available.

### **19. SEND Governor**

The school has a named governor for SEND who holds the SENDCo to account. The SENDCo and link Governor meet on a termly basis to discuss SEND and focus on different aspects of Inclusion e.g. class visits, mental health, progress of certain pupils. The SEND governor writes a termly report based on their visit that is shared with the Governing Body at their regular meetings.

### **20. Conclusion**

We recognise that all children are individuals and, as a school, we aim to meet the needs of all children. We provide a broad and balanced curriculum and offer adaptations and support where necessary throughout the school, in all areas of the curriculum and school life. We encourage all children to do their best and be proud of their achievements.

The importance of children's social, moral and emotional well-being is paramount.

Our **SEND Information Report** provides details about how we support children and young people with special educational needs and Disability (SEND) in our school and forms part of the Essex County Council local offer: