

St Matthew's Bloxam C of E Primary School



SEND and Inclusion Policy 2024 - 2025

At St Matthew's Bloxam C of E Primary School, we strive to be an inclusive school, where all children to reach their full potential to allowing them to let their light shine.

Aims & Objectives

Our aim is to provide high quality learning opportunities for all our pupils with SEND (Special Educational Needs and Disabilities) focusing on outcomes for the children.

The aims of our Special Educational Needs and Disability (SEND) policy are to ensure that:

- Children with SEND can make expected progress
- All children are given equal access to the National Curriculum and to plan for and provide a curriculum which is accessible to all the needs of the pupils
- That each child's achievements are valued
- We identify and assess children with SEND as early as possible
- There is involvement with parents / carers at every stage
- We provide differentiation within a balanced and broad-based curriculum, in a way which supports children with SEND
- We involve the pupil wherever possible in the planning and target setting of his/her program of work
- We monitor and review provision regularly, and maintain clear records of any action taken which follow the child through the school
- We raise staff awareness and expertise through training
- We maintain close links with the support services, other schools and agencies

Areas of Need

A child may have SEND for any number of reasons. These needs can fall into one or more of these four broad categories:

- Communication and Interaction
- Cognition and Learning

- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

We view SEND as when a child's ...

learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age

SEN Code of Practice 2015

Monitoring

Once a child has been identified with SEND, we keep track of their progress and plan for the best possible outcomes in our school. A register of these children is kept in school and, depending on the level of support that we need to consider, these pupils will be monitored within three different categories:

- SEND Monitoring
- SEND Support
- Education, Health and Care Plan (EHCP)

A child may be in the ***SEND Monitoring*** category of the register, if a class teacher is concerned about a child's progress in school. They also may fall into this category if they once had SEND support, but their progress means that their teacher is now able to meet their needs in quality first teaching without additional provision. It is perfectly normal for a SEND Register to develop like this.

SEND Support is the group of children with SEND who the school have to provide additional provision for. This might be designed by class teachers or by other professionals from outside agencies who specialise in certain areas of SEND.

An **EHCP** is a document which identifies a child's need in some detail and sets targets for a child to reach. These are written in collaboration with the child, parents / carers, teachers, educational specialists and healthcare professionals. This document is reviewed annually with parents / carers.

All children in the EHCP and SEND Support categories of our school's SEND Register will have a Provision Map written and reviewed, three times throughout the year.

Identification

In any class, there will be a broad spectrum of different abilities and we embrace this diversity at St Matthew's Bloxam. However, there are children in which there is

an identifiable learning difficulty and for these pupils, we need to make the necessary adjustments or additional provision.

With regards to pupils living with sensory and/or physical disabilities, there may be adjustments to the school environment that we have to make, that are additional to those that we might normally provide.

If either of these instances is true of a pupil, then we consider them to have SEND.

Class teachers are able to gain lots of valuable assessments of your child in the classroom. From observations to formal assessment tests, teachers can judge how a pupil is performing. Importantly, these assessments will be an important part of the provision that we plan and how effective it has been.

Provision and The Graduated Approach

Provision is mapped out according to need for all children in the *EHCP, SEND Support and School Monitoring* categories of our SEND register.

In separate cycles, over an academic year, the process aligns with what the SEND Code of Practice calls *The Graduated Approach*. Essentially, this is where we: ***Assess. Plan. Do. Review.***

Throughout this process, teachers, parents / carers, and the child (with the help of outside agencies, in some cases) work together. All have different roles to play.

A SEND support plan is simply a document which outlines starting points; what adjustments are needed to meet a child's SEND; when we try them and how all those involved feel at the end of each cycle.

(Our *SEND Information Report* provides a more in depth guide to how provision mapping works and the roles that children, parents and different professionals play in the process.)

Evaluating Effectiveness

When we map provision for our learners with SEND, the review process is our first look at how well this extra support has worked. Feedback from the child, parents/ carers, and the classroom teacher is all recorded on our support plans.

These evaluations take place each term. In most cases we are able to judge how effective a particular intervention has been, for example, by the data that we gather before and after it has taken place.

The SENDCo's job is to monitor the provision maps running in school and to assess outcomes.

We also have an internal data tracking system (Sonar) which is based on recording and analysing teacher assessments, on a term-by-term basis. Sonar is able to isolate particular groups of interest to the school, such as SEND. In this way we are also able to track the attainment and progress of children with SEND.

English as an Additional Language

The identification and assessment of SEND of children whose first language is not English, requires particular care. Difficulties with the English language must not be equated with learning difficulties. We would look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or if they arise from SEND. Advice would be sought from outside agencies when necessary.

Referral for an Education, Health and Care Plan

The application for an Education, Health and Care Plans will combine information from a variety of sources, including:

- Parents / Carers
- Teachers
- SENDCo
- Social Care
- Health professionals
- Education Psychologist and other professionals.

Information will be gathered relating to the current provision provided, action points that have been taken, and the outcomes of targets set in the provision mapping process. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan.

Parents / Carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

The Role of the SENDCo

One of the major roles of the SENDCo is promoting the message and facilitating the fact that SEND is everyone's responsibility. The management of SEND should not and does not rest with one individual. However, the SENDCo has various, specific responsibilities, including:

- Overseeing the day-to-day operation of the school's SEND and inclusion policy
- Monitoring the provision for children with SEND
- Liaising with and advising school staff
- Organising the records of all children with SEND
- Acting as a link with parents/carers of children with SEND
- Contributing to and delivering staff's professional development opportunities
- Liaising with external agencies
- Attending appropriate training to support the role, to disseminate to staff and implementing new developments
- Working closely with the nominated SEND Governor
- Monitoring, evaluating and reviewing spending with regards to SEND in relation to provision for individual needs and deployment of support staff
- Regularly attending the SENDCo network meetings in order to keep up to date with local and national updates
- Managing resources to enable appropriate provision
- Overseeing the Specialist Resource Provision.

The Role of the Governors

The role of the Governing body is to have due regard to the Code of Practice when carrying out its duties toward all pupils with SEND. School has a named SEND Governor to have specific oversight of the school's provision for these pupils. This includes ensuring all governors are aware of the school's SEND provision, including the deployment of funding, resources and personnel.

Our Governor responsible for SEND is Mrs Hazel Maher

Partnership with Parents/Carers and those with Parental Responsibility

We actively encourage all of our parents/carers to support their child through positive attitudes, giving user-friendly information and effective communication. However, all staff should be aware of the pressures a parent/carer may be under

because of the child's needs.

To make communications effective professionals should:

- Acknowledge and draw on parental knowledge and expertise in relation to the child in their class
- Focus on the children's strengths as well as areas of additional need
- Recognise the personal and emotional investment of parents/carers and be aware of their feelings
- Ensure that parents/carers understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- Respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- Recognise the need for flexibility in the timing and structure of meetings

We will ensure that parents/carers are fully involved in any discussions leading up to a school's decision to request a statutory assessment.

We will also help support families with any aspect of assistance they may need from a range of different services, including *Early Help*.

Partnership with Pupils

We will continue to work towards positive pupil involvement in decision-making related to their provision and development. Most children have their own views on how they see their special needs, which always offers us invaluable insight.

From an early age, children with SEND should be actively involved at an appropriate level in discussions about their provision maps and a section of these documents is designated to recording their views. Children should also be encouraged to participate in monitoring and evaluating their own performance so that every achievement is given a sense of worth, developing confidence and self-esteem.

Allocation of Resources

The SENDCo is responsible for the operational management of SEND provision within the school, including the provision for those children with Education Health

and Care Plans.

The Head Teacher informs the governing body of how the funding allocated to support SEND has been deployed.

The Head Teacher and the SENDCo liaise in order to discuss and disseminate funds.

The Lighthouse

The Lighthouse is a Warwickshire Specialist Resource Provision Base within St Matthew's Bloxam C E Primary School that meets the needs of children who are unable to access a fulltime curriculum in a mainstream class owing to their complex needs namely Cognition and Learning and Communication and Interaction difficulties. It is a nurturing environment which is designed enable learners to develop their communication skills through a mixture of adult led interventions and purposeful play.

Children in the Lighthouse will be supported as part of a bespoke and highly individualised integration package to work towards being gradually integrated into a mainstream classroom. As every child is unique, the timescale for this will depend upon the individual child. At the core of our ethos is that children feel valued, safe and secure within their environment.

The Lighthouse is an 9-place resource provision for children within Reception and Key Stage 1, the children will be placed by SENDAR.

Complaints

Any dialogue between parents/carers and school is always welcome and we encourage parents to get in contact with class teachers to discuss any issues, in the first instance.

There may be times when parents may wish to discuss the matter with someone more senior and the next best person to contact is the school's SENDCo

Mrs Francis
Tel: 01788 542610
Email: Francis.H@welearn365.com

The Head Teacher is also available to talk over any concerns.

Formal complaints can be made by following the guidance provided in our Complaints Policy. This can be found on our website in the 'Key Information' section.

Reviewing the policy

The School's SEND policy will be reviewed annually and updated and amended as necessary.