



'At Matching Green CE Primary School, we are all learning with our head, heart and hands so that we can experience life in all its fullness'

Special Educational Needs and Disability Policy

(A STATUTORY DOCUMENT)

Publish on Website?	NO / YES
Approved by Curriculum committee on:	June 2023
Staff Consulted:	SLT Teachers Support Staff
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This policy is linked to and should therefore be read in conjunction with:	<ul style="list-style-type: none"> • Accessibility plan • Behaviour Curriculum and Policy • Anti-bullying Policy • Equality Policy, Equality statements and objectives • Intimate Care Policy • Teaching and Learning • PSHE • SMSC and British Values
Review in:	2 years

*When seeking to achieve our vision we put our Christian Values of **Kindness, forgiveness, endurance, thankfulness and friendship** at the heart of every decision.*

At Matching Green CE Primary School, we have a deeply Christian foundation that can be seen through our teaching and learning, through our worship and through our school ethos. We educate the whole child by teaching them to learn with their heads, hearts and hands every day and to respect and value the diversity of life their communities around them offer in the 21st Century. We do this with the John 10:10 quote at the forefront of our minds 'life in all its fullness' by teaching an enriched curriculum that goes beyond the classroom and incorporates aspects of a social, spiritual, cultural, physical, intellectual, emotional and moral education.

Our teaching and learning is underpinned by our five school values: friendship, kindness, endurance, forgiveness and thankfulness. Our values are also reflected in the four elements of the Church of England's vision for education, which are wisdom (endurance, friendship and forgiveness), community (friendship and thankfulness), hope (kindness and thankfulness) and dignity (kindness and friendship). We work closely with the children, parents/carers, governors and the wider community to ensure that Matching Green is a caring and happy environment, where every child matters, and where all children are nurtured and guided to be the best they can be and to develop a thirst for learning.

1.Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for children with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for children with SEND.

Our school is an inclusive school and offers to meet the needs of all children and their families, including those with special educational needs. We have a shared expectation that all children, regardless of their special education need or disability, should be offered inclusive teaching within an ambitious curriculum which is designed, developed, and adapted enabling the children to expand their skills and abilities resulting in increasing fluency and independence. The range of support the school can offer will be tailored to individual need following on from assessments by internal and/or external agencies.

We believe that children should learn with their head, heart and hands, that they are supported by an exciting and enriched curriculum and environment that meets the needs of all children including those with special and additional needs or disabilities. We set out to ensure that there is active and regular communication between all those concerned with the child including parents and carers, teachers, support staff, outside agencies, and most importantly we ensure that the child's voice is heard.

2. Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#) which sets out school's responsibilities for children with SEN and disabilities
- [The Special Educational Needs and Disabilities Regulations 2014](#) which sets out the school's responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCo's) and the SEN information report

3. Definitions

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. The SENDCO

They will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that children and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all children with SEND up to date

4.2 The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every child in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each child's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5.SEND Information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autism and ASD (autistic spectrum disorder).
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), bereavement support through Drawing Therapy.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying children with SEND and assessing their needs

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all children and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a child is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is

needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

When children start in reception parents are given the opportunity during home visits or meetings in school to discuss any concerns that they might have. This may include a diagnosis that the child has or the involvement of other professionals. This helps us to begin to prepare for the child's needs.

In school we assess children's skills and progress regularly and this enables us to identify children who

- Are significantly below the attainment level of their peers
- Are making less than expected progress
- Are not making improvements in self-help, social and personal skills

Slower progress or lower attainment will not automatically mean that a child is identified as having SEND but would alert us of the need to put interventions or 'catch up' programmes in place.

In addition we use the following to assist in identification:

- Baselines
- Tests for reading age, spelling age
- Provision guidance banding descriptors
- Reports from outside agencies such as Speech and Language, Specialist teachers or Educational Psychologists.
- Children who come to school with an EHCP in place

5.3 Consulting and involving children and parents

All parents are kept fully informed as to their child's progress. Where there are concerns about a child's progress, or ability to access their learning, these would initially be discussed with the class teacher. The teacher would agree class based interventions to help meet the child's needs. If a child's needs are significant or where the teacher feels that, despite high quality teaching and differentiated work the child is still not making expected progress then they would make an internal referral to the SENCo and a meeting will be arranged with the parents/ carers.

We will have an early discussion with the child and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the child's record and given to their parents.
- We will formally notify parents when it is decided that a child will receive SEN support.

5.4 Assessing and reviewing children's progress towards outcomes

All teachers meet with the Headteacher on a termly (and occasionally half termly basis) for a Pupil Progress Meetings.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the child's needs. This will draw on:

- The teacher's assessment and experience of the child
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The child's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress.

5.5 Supporting children moving between phases and preparing for adulthood

At the end of every academic year teachers meet to pass on relevant information about children who are moving into a different class. This will include levels of attainment but will

also include best ways to support a child, what interventions have been effective and possibly resources that help a child move forward in their learning.

When children leave to go to another school, such as when they move to secondary schools, we liaise with the new school. If a child has SEND then the SENDCos at both school will discuss a transition that may include the child visiting their new school, sometimes with their current LSA (learning support assistant).

We will share information with the school, college, or other setting the child is moving to. We will agree with parents and child which information will be shared as part of this.

5.6 Our approach to teaching children with SEND

At Matching Green we strive to enable children to work as independently as possible to fulfil their potential. Class teachers provide children with resources and materials that are differentiated to enable children to access the curriculum. Where necessary a LSA may provide further support to enable children to work independently.

When a child has been identified as having Special Educational needs then a 'One Plan' is started and a meeting is arranged with the child, parents or carers, the class teacher and SENDCo. Sometimes other professionals such as Educational Psychologists, Specialists teachers or Speech and Language therapists attend. At the meeting the child is at the centre of all discussions and decisions and we ensure that the child's voice, their concerns and aspirations, are heard. We all share our appreciation of the child and celebrate their successes. We also agree on desired outcomes and targets. This forms part of the cycle of 'assess, plan, do, review' as required by the SEND Code Of Practice 2014. These One Plan meetings are held termly to support the child. We agree best ways to support a child in their learning such as teaching strategies and further strategies or resources, (such as visual time tables) may be suggested by the SENDCo or outside agencies.

Teachers are responsible and accountable for the progress and development of all the children in their class. High quality teaching is our first step in responding to children who have SEND. This will be differentiated for individual children.

We provide a wide range of interventions. These include Talk Boost, Drawing Therapy, Lego Club, Badger comprehension and precision monitoring.

This list is not exhaustive and the Leaders/Teachers and LSA's are always looking at new resources that can meet the changing needs of the children in our school.

These interventions are put into place to meet individual needs as required and are agreed at One Plan meetings.

5.7 Adaptions to the curriculum and Learning environment (please see our Accessibility Plan)

At Matching Green School we make adaptions to the curriculum and learning environment to meet the needs of the children. For example, children with ADHD or ASD may need breaks in the day and sensory activities, they may need ear defenders if they find a particular environment stressful. We have accessible toilet facilities. Some children require their work to be in a larger font or to be on different coloured paper, some children have the use of coloured overlays.

We make the following adaptations to ensure all the needs of the child are met:

- Differentiating our curriculum to ensure all children are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional Support for learning

At Matching Green school we have an LSA or TA allocated to each class (5 in total). They are trained to deliver interventions agreed at the One Plan meetings (see the list above). They also provide hover support for children, 1:1 support when necessary and work with small groups.

We also work with the following agencies to provide support for children with SEN:

- Educational Psychologists
- Occupational Therapists
- School Nurse
- Counselling services
- Social Care

This list is not exhaustive as new services evolve, we will also seek services that are relevant to the needs of the children in our school.

5.9 Expertise and training of staff

Our SENDCo has SEND Accreditation.

They are allocated 2.5 hours a week to manage SEND provision. We have a team of 5 teaching assistants who are trained to deliver SEND provision.

5.10 Securing equipment and facilities

We will engage with all Specialist Teachers and other agencies that could direct and signpost us to the appropriate facilities and equipment. We will follow all recommendations and advice given to us from other professionals.

5.11 Evaluating the effectiveness of SEND provision

At the One plan meeting we review the child's progress to their own targets and either set more or continue with an intervention.

The SENDCo meets with individual teachers every term to review the provision for SEND in that class. We look to see how children on the SEND register are progressing towards their targets and also look at class interventions for all children in the class.

Each child on the SEND register has a weekly intervention sheet that is kept in class. The targets are taken from the One Plan but the teacher may add additional class based interventions as required. A baseline is established at the beginning of the term for each target. The progress towards the targets are recorded and at the end of the intervention, or half termly, the impact of the intervention is evaluated and the child's new scores recorded. This allows us to evaluate the impact of the interventions and make necessary changes.

In addition teachers meet with the Headteacher termly to have a Pupil Progress meeting during which a child's progress is discussed.

Every child has a One Page Profile on which the child expresses their views as to how they are best supported, their interests and achievements.

We evaluate the effectiveness of provision for children with SEND by:

- Reviewing children's' individual progress towards their goals each term
- Reviewing the impact of interventions termly
- Using pupil questionnaires
- Monitoring by the SENDCO

- Using provision maps to measure progress
- Holding annual reviews for children with EHC plans

5.12 Enabling children with SEND to engage in activities available to those in the school who do not have SEND

At Matching Green School we ensure that there are no barriers to children with SEND enjoying the same activities as other children in the school. Teachers modify their teaching taking into account the individual requirements a child may have. Some children with disabilities may need additional resources or need extra time or support to complete an activity.

Please see our school Accessibility Plan which is available on the school website, alternatively you can ask for a hardcopy from the School Office.

All of our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

- All children are encouraged to go on our residential trip(s)
- All children are encouraged to take part in sports day/school plays/special workshops, etc.
- No child is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We have an Anti-bullying week every year during which we have workshops and lessons to support children to understand and prevent bullying. Wellbeing lessons are part of our weekly curriculum to ensure that children develop the social and emotional skills to cope with life's challenges. We have a PSHE/RSE Curriculum that is reflective of current needs in the modern world. When children need extra support they are encouraged to talk to their teacher or LSA, the Headteacher or the school council.

We provide support for children to improve their emotional and social development in the following ways:

- children with SEND are encouraged to be part of the school council
- children with SEND are also encouraged to be part of clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Matching Green school works with other bodies such as doctors, Social Services, Local Authority services and voluntary sector organisations in meeting the needs of children with SEND and supporting their families.

5.15 Complaints about SEND provision

Complaints should initially be made to the teacher or SENDCo. Where this does not resolve any complaint then it should be referred to the Head teacher. A copy of the Complaints Policy can be found on the school website, alternatively a hardcopy can be requested from the School Office.

The parents of children with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of children with SEND

Essex Child and Family Wellbeing Service –

<http://essexfamilywellbeing.co.uk/> provides links to a wide range of services in the area including Autism and ADHD support, occupational therapy and wellbeing.

5.17 Contact details for raising concerns

Any safeguarding concerns should be reported to:

Designated Safeguarding Lead or

Deputy Designated Safeguarding Lead

Concerns regarding a child's learning or emotional wellbeing should initially be directed to the class teacher, SENDCo or Headteacher.

5.18 The Local Authority Offer

<http://www.essexlocaloffer.org.uk/essex-local-offer/>

6 Monitoring arrangements

This policy and information will be reviewed annually. It will also be updated if any changes to the information are made during the year.