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St Mary's Church of England Primary School

# Special educational needs and disabilities (SEND) policy

St. Mary's CE Primary School  
'Rise above the ordinary'



Approved by: Karen Johnstone

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## Introduction

At St Mary's, we want our children to be happy and safe as well as understand what it is to be part of a church school family where everyone is valued & accepted. We aim always to provide a caring environment where every child can thrive and is supported to achieve their unique & amazing potential as a child of God.

The whole team at the school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers, teaching assistants and learning mentor. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is adapted towards individual learning providing challenge and support, encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instill life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

## MISSION STATEMENT FOR ST MARY'S CE PRIMARY, WALKLEY

We support and value the abilities of all our children. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual children's' needs. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

Our School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all children. The school is committed to ensuring that children with special educational needs or disabilities can fulfil their potential and achieve optimal educational outcomes.

### 1.Vision & Values

We endeavor to make every effort to achieve maximum inclusion of all children whilst meeting a child's individual needs. This policy is underpinned by our commitment to equality and recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. In planning teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that require a particular action by the school. These requirements are likely to arise as a consequence of a child having special educational needs.

Teachers are responsible for the teaching & learning of all children, and so take account of these requirements and make provision, where necessary, to support individuals or groups of children and enable them to participate effectively in curriculum and assessment activities. These children need additional or different help from that given to other children of the same age.

The policy will be developed with parents and the local School Board (LSB). The level of provision is outlined in the local offer of the Sheffield Council SEN Website.

## 2. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- To create an environment that meets the special educational needs of each child.
- To enable the children to have full access to all elements of the school curriculum and wider school life.
- To ensure that the special educational needs of a child are identified, assessed, monitored and provided for.
- To promote the development of self-confidence and self-esteem in all children.
- To promote the emotional well-being of all children.
- To promote the development of aspirational individual living fulfilling lives
- To maintain close working relationships with outside agencies.
- To maintain an efficient system of record keeping and communication to ensure progression.
- To ensure that parents and families are involved in discussions and decision about support and provision for their child.
- To ensure that parents and families feel supported and able to play their part in supporting their child's development and education.
- To ensure that children have a voice in this process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs, ensuring all teachers are fully aware that they are all teachers of special educational needs.
- To ensure that the SEND policy is understood and implemented consistently by all staff and stakeholders.

## 3. Definitions

### 3.1 Definition of Special Educational Needs

Children have special educational needs if they have a learning or behaviour difficulty, which calls for special educational provision to be made for them. All children may have special needs at some point in their lives.

Children have a learning difficulty or disability if:

- They have a significantly greater difficulty in learning than the majority of children of the same age.
- They have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- They are under compulsory school age and fall within the definitions above.
- Their emotional difficulties/behaviour affects their ability to take part in learning safely and effectively.

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.

### 3.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 3.3 The 4 broad areas of need (SEN Code of Practice).

The needs of children with SEND are grouped into 4 broad areas. Children can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the child's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Children with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Children who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Children with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"><li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li><li>• Moderate learning difficulties</li><li>• Severe learning difficulties</li><li>• Profound and multiple learning difficulties, which is where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li></ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Children may have:</p> <ul style="list-style-type: none"><li>• Mental health difficulties such as anxiety, depression or an eating disorder</li><li>• Attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder</li><li>• Suffered adverse childhood experiences</li></ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the child becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Children with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Children may have:</p> <ul style="list-style-type: none"><li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li><li>• A physical impairment</li></ul> <p>These children may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 4. Inclusion and equal opportunities

At St Mary's we aim to enable all our children to feel included in all aspects of school life, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have different education and behavioural needs.
- Require different strategies for learning.
- Learn at different rates.
- Need a range of different teaching approaches and experiences

We also consider aspects which are NOT SEN but may impact on progress and attainment, such as;

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings are schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Teachers respond to children's needs by:

- Planning for children's full participation in learning, and in physical and practical activities.
- Providing support for children who need help with communication and language
- Helping individuals to manage their emotions and to take part in learning

## 5. Our approach to SEND support

### 5.1 Identifying pupils with SEND and assessing their needs

The continuous cycle of planning, teaching and assessing takes into account the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements. Those children whose attainment or development falls significantly outside the expected range may have special education needs.

Class teachers will regularly assess the progress of all children and identify any child whose:

- › Progress is significantly slower than that of their peers starting from the same baseline
- › Progress fails to match or better their previous rate of progress
- › Progress fails to close the attainment gap between them and their peers
- › Present persistent emotional or behavioural difficulties, which are not managed or alleviated by the school's behaviour management techniques.
- › Have sensory or physical problems, which are affecting their progress.
- › Have communication and/or interaction difficulties, which are affecting their progress

St Mary's has a graduated approach. Initial concerns may be expressed by staff and/or parents/ carers. These concerns are carefully monitored and reviewed. Teachers and /or the SEND-CO should discuss the concern with parents/carers and keep a written record of any initial concern. Teachers and the SEND-CO will discuss what classroom support is appropriate to meet the needs of the child. Concerns can be identified by teachers

and families. Concerns are also discussed at Pupil Progress meeting each term, where achievement and progress are looked at in depth. Progress is then monitored from this initial note of concern.

Children with English as an Additional Language (EAL), and/or are New To English (N2E) need their progress to be monitored across all aspects of learning very carefully. This careful monitoring will show whether difficulties are as a result of learning English as an additional language or if they are as a result of SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

When deciding whether the child needs special educational provision, 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/carers. 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.

If concerns continue and progress is still felt to be slow then further action needs to be taken. Assessments may show that the child is achieving below an age-appropriate level or not progressing at the expected rate. Persistent emotional and/or behavioural difficulties may need to be addressed. The class teacher will seek advice and provide interventions that are additional to and different from those provided as part of the school's usual scaffolded curriculum. All support given to children who do not have an Education, Health and Care Plan (EHCP) but have outside agency support is called School Support.

#### Foundation Stage/Early Years

We endeavour to ensure that early years practitioners are able to identify and provide for those pupils who have special educational needs. Early identification and referrals play a key part in this. We endeavour to enable all children to join in activities so far as is reasonably practical and compatible with meeting the needs of all the children in the Early years/Foundation Stage.

We recognise that parents/ carers play a key role, hold key information and have knowledge and experience to contribute to the shared view of the child's need and the best way of supporting them.

The Government's Early Learning Goals set out what most children will have achieved by the end of the Foundation Stage. Children will progress at different rates, and by the end of this stage most children may be working towards the goals. Individual children's progress is monitored carefully throughout the Foundation Stage. For children not attaining the expected standard and who have on-going difficulties may indicate the need for help which is additional to or different from that which is normally needed for children in the Foundation Stage. We will involve outside agencies such as Speech and Language therapists and Early Years Inclusion teachers when we and parents recognise that children's needs are beyond the day-to-day expertise within our school.

Each child's current level of attainment is assessed on entry in order to ensure that they are able to build the pattern of learning and experience which may already be established during the child's pre-school years.

If the child already has an identified special educational need, this information will be transferred and acted upon. We strongly believe in early intervention.

## **5.2 Consulting and involving pupils and parents**

The school will put the child and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a child needs special education provision, we will have an early discussion with the child and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account any concerns the parents/ carers have
- 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 if it is decided that a pupil will receive special educational provision.

### 5.3 The graduated approach to SEN support

Identification, assessment and provision for children with special educational needs is a matter for the whole school. This cycle is referred to as 'Assess, Plan, Do, Review' in the CoP (2015). The governing body, the Headteacher, the SEND-Co and all members of staff have important day-to-day responsibilities. All teachers are teachers of special needs.

Once a child has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

#### 1. Assess

The child's class teacher and the SENCO will carry out a clear analysis of the child's needs. Information and the views of the child and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the child's need. For many children, the most reliable way to identify needs is to observe the way they respond to an intervention.

#### 2. Plan

In consultation with the parents/ carers and the child, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the child will be made aware of the child's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded and made accessible to staff in Support Plan, Extended Support Plan or Educational Health Care Plan(EHCP).

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

#### 3. Do

The child's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class teacher, they still retain responsibility for the child. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the child's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

#### 4. Review

The effectiveness of the support and interventions and their impact on child's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/ carers and children
- The level of progress the child has made towards their outcomes
- The views of teaching staff who work with the child

The teacher and the SENCO will revise the outcomes and support in light of the child's progress and development, and in consultation with the child and their parents/carers.

## 5.4 Levels of support

Children receiving SEN provision will be placed on the school's SEND register. Children who are deemed to no longer receive SEN support will be taken off the register. This process will take place with discussion between parents, SEND-CO and Class Teacher.

### Graduated/ waves of support

Our Wave 1 approach

- Quality First Teaching is our Wave 1 approach.
- The class teacher will make use of all available classroom and school resources. This may include books, apparatus, or the pastoral team.
- The class teacher will liaise closely with parents/ carers and review progress at least once a term. Both children and parents are made aware of targets set and are an important part of the review process and are discussed at parents' evenings.

Our Wave 2 approach.

- The class teacher will record the strategies used to support the child. This may be through individual, supported group work in class, a named intervention programme. A child's progress review will take place each term. Class teachers endeavour to meet with parents/ carers to discuss progress.
- Teaching assistants are an invaluable support in the process of support and intervention. If reviews and assessments show that a child is still not making progress, it may be decided by the class teacher, parent and SEND-CO to seek further assessments and advice from outside agencies. This level of support is referred to as School Support.

Our Wave 3 approach is School Support. Despite receiving individualised support the child may still:

- Continue working at levels substantially below that expected of children of a similar age.
- Continue to have difficulty in developing basic literacy and numeracy skills.
- Have emotional, social or behavioural difficulties which substantially and regularly interfere with the child's own learning.
- Have sensory or physical needs which require additional specialist equipment or regular advice or visits by a specialist service.
- Have on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If the child continues to demonstrate significant cause for concern the following will happen:

- Advice can be sought from the Educational Psychologist (EP).
- The child will be assessed by the Learning Support Service or specialist teacher.
- An Extended Support Plan may be written, with parents and input from all agencies and reports written by professionals. Extended Support Plans will be reviewed termly or more frequently if required.
- Following on from these assessments, and the needs of the child and family, a request can be made to the Local Authority for an Education and Health Care Plan.

### School-based SEN provision

Children receiving SEN provision will be placed on the school's SEND register. These children have needs that can be met by the school through the graduated approach. The provision of special needs support at School Support may be through:

- Appropriate learning materials or special equipment.
- Adapted teaching methods or strategies.

- Group support.
- Individual support.
- Specific programme of learning to address a specific area of need

Where the child's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these children is funded through the school's notional SEND budget.

All children at School Support have a Support Plan or a My Plan/ Extended Support Plan, written by the class teacher in agreement with the SEND-CO. These are working documents, updated at least termly, and are shared with the child, the parents/ carers and all working with the child.

Targets are taken from assessment information and advice from outside agencies if they are involved. The targets are achievable so that they can be updated at least termly to ensure progression.

Support Plans for Foundation children reflect areas of learning and relate to Locke and Beech EYFS profile. KS1 & KS2 Support Plan targets will reflect learning targets which are clearly identified from new curriculum.

## Education, health and care (EHC) plan

If after advice from the Educational Psychologist or other professionals, the school and parents consider that help is needed from outside the school's resources the SEND-CO or parents may request an Education, Health and Care Plan to be compiled by the Local Authority.

The process for a new EHC plan will take up to 20 weeks from the initial request to an EHC plan being issued.

All EHC Plan documentation is sent to the Local Authority SEN team, who will decide whether or not to issue an EHC Plan, in consideration with further documentation about the child from involved health and care professionals as appropriate. Should the Panel decide against issuing an EHC Plan it is then up to the school to look again at provision for the child and use the information to meet the child's needs without an EHC plan. When an EHC Plan is issued, the class teacher, in conjunction with the SEND-CO is then responsible for drawing up a Support plan to meet the objectives set out in the EHC Plan.

The EHC plan must be formally reviewed at least annually. It is an ongoing document, continually updated. It includes the School Context, progress towards outcomes, and views of all involved, including child, family, education professionals, Educational Psychology and other health professionals.

## 5.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents
- Getting feedback from other professionals and agencies. For example any of the following:
  - General practitioners or paediatricians

- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

## 6. Roles and responsibilities

### 6.1 The SENCO

St Mary's Special Needs Coordinator (SENDCo) is Miss Katie Hancock.

If you have any questions or matters relating to SEND then you are invited to email the SEND coordinator at: [enquires@st-marys.sheffield.sch.uk](mailto:enquires@st-marys.sheffield.sch.uk)

They will:

- Inform any parents that their child may have SEN and then liaise with them about their child's needs and any provision made
- Work with the headteacher and SEN governors 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 SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that children with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and scaffolded or differentiated teaching methods appropriate for individual children
- Advise on the deployment of the school's delegated budget and other resources to meet childrens' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the child and their parents are informed about options and that a smooth transition is planned
- When a child moves to a different school or institution: Make sure that all relevant information about a child's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all children with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 6.2 The Trustees

The Trustees are responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

## 6.3 The SEND link Local School Board Member

The SEND and Inclusion link LSB members are Mr Alan Jones and Mrs Wendy Foster

The SEND LSB member will:

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

## 6.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for children with SEND, and their progress

- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual children
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a child needs an EHC, needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is scaffolded or differentiated to meet a child's needs through a graduated approach
- 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 consider how they can be linked to classroom teaching
- Working with the SENCO to review each child's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the child and the school
  - Listen to the parents' concerns and agree their aspirations for the child

## 6.6 Parents or carers

We try to ensure an active partnership with parents when supporting children with special educational needs. Information about special educational needs provision is included in the school prospectus, on the website, at initial meetings with parents when children start at school and in the Governor's Annual Report to parents

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a child on the SEND register will always be given the opportunity to provide information and express their views about the child's SEND and the support provided. They will be invited and encouraged to participate in discussions and decisions about this support.

Parents and carers will be:

- Invited to termly meetings to review the provision that is in place for their child (review of support plan)
- Asked to provide information about their child, including impact of SEN support outside school and any changes in the child's needs
- Given the opportunity to share their concerns and, in partnership with school staff, agree their aspirations for the child
- Given an annual report on the pupil's progress
- Asked to support us by helping their child to achieve their targets and encouraging them as they make progress.

The school will take into account the views of the parent or carer in any decisions made about the child.

.Any comments, compliments or complaints will be addressed either by class teachers, SEND-CO, Head Teacher or SEN LSB member.

## 6.7 The pupil

We encourage children to take responsibility and to make decisions. Throughout the school we recognise the importance of developing social as well as educational skills.

Children will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the child:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

They play an active role in developing Support Plans and EHC plans. The child's views will be taken into account in making decisions that affect them, whenever possible.

## 7. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

## 8. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every child. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services, such as the Autism Outreach Team

- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- Learning support service (Fusion).
- Family support and safeguarding service, such as Family Intervention Services (FIS)
- Parent Partnership Services

## 9. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## 10. Admission and accessibility arrangements

No child will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

### 10.1 Accessibility arrangements

See Accessibility policy

## 11. Complaints about SEND provision

It is the aim of the school to provide a professional and caring service within the scope of the resources available. Occasionally parents have concerns about situations that may arise. Any parent who has cause for concern should firstly discuss this with the SENDCo/ Headteacher.

The designated governors will also discuss any problems which may arise. Should the above not bring about resolution then complaints should be forwarded through the Education Authority's complaints procedure. Details of this procedure can be obtained from the Headteacher or from the school's Complaints Procedure available on the school's website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, ([Disagreement resolution | Sheffield \(sheffielddirectory.org.uk\)](https://www.sheffielddirectory.org.uk)).

## 12. Legislation and guidance

St Mary's Special Educational Needs and Disability Policy:

This 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 schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Academies: This policy also complies with our funding agreement and articles of association.

## 13. Monitoring and evaluation arrangements

### 13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

### 13.2 Monitoring the policy

This policy was developed through consultation with staff, parents, carers and pupils. The school considers the SEND Policy document to be important and, in conjunction with the local governing body, undertakes a thorough review of both policy and practice each year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. The outcomes of this review are used to inform the School Improvement Plan.

## 14. Links with other policies and documents

This policy links to the following documents

- SEN information report

- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy