



The CofE Federated Schools of St Mary's  
and St Saviour's  
**Special Educational Needs & Disability  
Policy**

Ratified: Autumn 2017 Next review: Autumn 2018



### **Introduction**

We believe that every pupil has the right to an appropriate education that gives them the opportunity to achieve their personal potential. Each and every pupil is important and valued. All staff are committed to the need for fully inclusive teaching and each pupil is encouraged to take part in all areas of the curriculum.

### **Aims**

As an inclusive school we believe that all children have the right to:

1. An education which enables them to become full, independent and active members of the community.
2. An education that is broad and balanced with the maximum possible access to the curriculum
3. Have their contributions and achievements recognised.
4. Be seen as individuals with differing interests, knowledge and skills.
5. An education where support if needed is seen as an entitlement rather than a special addition.

### **The term Special Educational Needs & Disability (SEND) covers a wide range of needs:**

1. Pupils with learning difficulties. These may be mild, moderate or severe and may be general or specific to one area of the curriculum.
2. Pupils with behavioural and emotional difficulties. These may also be mild, moderate or severe.
3. Pupils with physical or medical conditions, which may or may not affect their learning

### **SEND Pupils**

A pupil has SEN if they have a learning difficulty which calls for special educational provision to be made for them. Class teachers are responsible for the initial identification and assessment of SEN. They have responsibility for its provision within the classroom

### **The school will ensure that:**

1. Teachers are able to identify and provide for pupils with special educational needs.
2. All pupils will have access to an appropriately differentiated curriculum and receive their full entitlement to any support identified (as far as this can be controlled by the school)
3. All pupils are fully integrated into the activities of the school so far as is reasonably practical and compatible with the efficient education of pupils with whom they are educated.
4. Curriculum planning and assessment takes account of the type and extent of any difficulty experienced by any pupil.
5. Pupils are encouraged to take responsibility with us for their learning
6. Pupils' difficulties are identified as early as possible
7. Parents are informed and involved as partners in their children's learning
8. Effective partnerships are developed with outside agencies, where this is required
9. Roles and responsibilities of staff are identified.

### **Partnership with Parents/Carers**

Partnership with parents plays a key role in enabling pupils with special educational needs to achieve their potential. Our school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents will be treated as partners and supported to play an active and valued role in their children's education.

### **Working with other agencies**

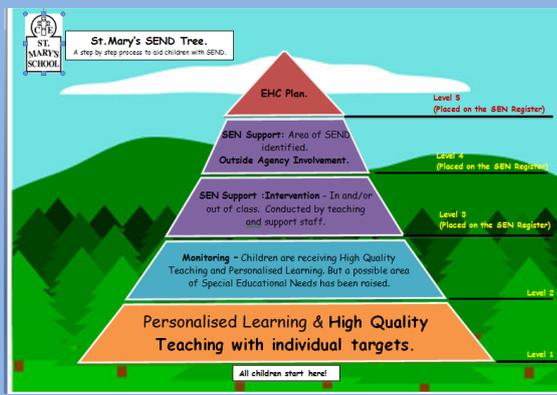
It is likely that meeting the needs of children with special educational needs will involve working with or talking to other agencies. The SENCo will be the link person and will ensure that reports and information are passed from other agencies to the teachers and support staff to enable them to plan for and work with the child.

## Identification of SEN

Children are identified and assessed through:

- Teacher observations
- Through the collection of teacher assessments, moderated evidence and test results
- Statutory assessment information
- Information from parents
- Information from outside agencies that have contact with the pupil or family
- Information from reviews of Individual Education Plans and provision maps
- Monitoring of playground and lunch time behaviour through liaison with Midday assistants
- Monitoring of standards of work by subject co-ordinators.

## Identifying SEND at St.Mary's and St.Saviour's



## EHC Plans

In a very small number of cases (approximately 2% nationally) the LA will need to carry out a statutory assessment of special educational needs and then consider whether or not to issue a EHC plan. An EHC plan is a thorough analysis of the child's needs accompanied by strategies to support the child's progress.

All staff who work with the child will be involved in the gathering of information for statutory assessments. Details about the assessment process can be found in the SEN Code of Practice. EHC plans will be reviewed annually in Person Centered Reviews.

## Roles and Responsibilities

### Special Needs & Disability Coordinator (SENCO)

1. Overseeing the day to day operation of the SEND policy
2. Co-ordinating the provision for pupils' special educational needs
3. Liaising with and advising colleagues in planning an appropriate programme of intervention
4. Managing the special needs assistants and the teaching assistants
5. Organising support for children with special educational needs including staffing, resources and materials.
6. For statemented children organising and chairing Person Centred Reviews (and when necessary Interim Reviews) including sending out invitations, distributing reports, arranging for minutes to be taken and sent out and following up any action points.
7. Contributing to and overseeing the records of all pupils with special educational needs
8. Ensuring all special needs children have a relevant provision maps or IEPs
9. Liaising with parents
10. Liaising with external agencies, including the LA's support and educational psychology services and other support agencies including health and social services and voluntary bodies.
11. Monitoring and evaluating the provision and reporting to the governing body
12. Meeting regularly with the named SEN Governor
13. Identifying resources needs through the School Development Plan
14. Maintaining resources and a range of teaching materials to enable appropriate provision to be made
15. Contributing to the in-service training of staff

### Class Teacher

1. Providing a differentiated curriculum
2. Planning to develop pupils' understanding through the use of all available senses and experiences
3. Planning for pupils' full participation in learning and in physical and practical activities
4. Helping pupils to manage their own behaviour and to take part in learning effectively and safely
5. Helping pupils to manage their emotions, particularly trauma or stress, and to take part in learning
6. Providing support as appropriate for pupils needing support in communication, language and literacy
7. Maintaining appropriately detailed records Informing parents at the earliest opportunity of concerns about their children and enlisting their active help and participation
8. Assessing and monitoring, with the SEN co-ordinator, the pupil's progress in line with existing school practices, detailed in the Assessment and Planning Policy
9. Tracking individual pupils progress regularly Updating and monitoring targets
10. Liaising with parents regularly about pupils with special educational needs.

## COMPLAINTS

1.1 We strive to provide the best possible education for all our children and we recognise the importance of our partnership with parents in achieving this. The head teacher and staff work very hard to build positive relationships with all parents. However, the schools have procedures in place in case there are complaints by parents or guardians. The following policy sets out the procedures that the schools follow in such cases.

1.2 If any parents are unhappy with the education that their child is receiving, or have any concerns relating to the school, we encourage them to talk to the child's class teacher immediately.

If the concern is for the safety or wellbeing of a child, parents should talk to the schools' Safeguarding Lead – Mrs K Munden, Headteacher. If Mrs K Munden's not available parents may talk to the Deputy Safeguarding Lead – Mrs K Dingle. Safeguarding Governor is Mrs A Anderson

1.3 We deal with all complaints in accordance with procedures laid down by the Local Authority. If the school itself cannot resolve a complaint, those concerned can refer the matter to the Chair of Governors.

1.4 All parents have the right, as a last resort, to appeal to the Secretary of State for Education, if they still feel that their complaint has not been properly addressed.

## 2 Aims

2.1 Our schools aim to be fair, open and honest when dealing with any complaint. We give careful consideration to all complaints, and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding. In all cases we put the interests of the child above all else. We provide sufficient opportunity for any complaint to be fully discussed and then resolved.

## 3.2 SEN Complaints

Any complaints of Special Educational Needs or disability discrimination, which cannot be resolved by the SENCO-Mrs Helene Earnshaw, is then taken to the Head teacher.

In the event that there needs to be further input then reached parents may refer to a Special Educational Needs Tribunal at the Disability Enablement Team based at Wood Street, Walthamstow. This Governing Body recognises its responsibility in meeting duties to disabled pupils. (See Equality Scheme and Accessibility Plan(DFS/H).

3.3 Where parents feel that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the head teacher. The head teacher will consider any such complaint very seriously, and investigate each case thoroughly. Most complaints are normally resolved by this stage.

3.4 Should any parents have a complaint about the head teacher, they may first make an informal approach to one of the members of the governing body, who is obliged to investigate it. The governor in question will do all s/he can to resolve the issue through a dialogue with the school. If parents are unhappy with the outcome, they should make a formal complaint, as outlined below.

3.5 If an informal complaint fails to resolve the matter a formal complaint may be made to the governing body. This complaint must be made in writing, stating the nature of the complaint, and how the school has handled it so far. The parent should send this written complaint to the chair of governors.

3.6 The complaints committee must consider all written complaints within three weeks of receipt. It will arrange a meeting to discuss the complaint, and will invite the person making it to attend the meeting, so that s/he can explain the complaint in more detail. The complainant may bring a representative to support him/her but should notify the chair of governors of his/her intention to do so. The committee must give the complainant at least three days' notice of the meeting.

3.7 After hearing all the evidence, the committee will consider its decision and inform the parent about it in writing, within seven days of the meeting. The governors will do all they can at this stage to resolve the complaint to the parent's satisfaction, which may include referring the complaint to the full governing body.

3.8 If the complaint is not resolved, a parent may make representation to the Local Authority. Further information about this process is available from the school or from the LA. A further meeting is chaired by an independent person, who considers all the evidence and makes a further judgement in an attempt to resolve the complaint.

3.9 If any parent is still not content that the complaint has been dealt with properly, then s/he is entitled to appeal to the Secretary of State for Education.

## 4 Monitoring and review

4.1 The governors will monitor the complaints procedure, in order to ensure that all complaints are handled properly. The head teacher will log all complaints received by the school and record how they were resolved. Governors will examine this log on an annual basis

4.2 Governors will take into account any local or national decisions that affect the complaints process and make any modifications necessary to this policy. This policy is made available to all parents, so that they can be properly informed about the complaints process.

4.3 This policy is reviewed every year, or before if necessary.