



St. Margaret's C of E Primary and Nursery School

SEND Policy

Written: October 2022

Date for review: October 2023

Head Teacher's signature

Handwritten signature of the Head Teacher.

Chair of governor's signature

Handwritten signature of the Chair of Governor.



SEND Policy

Principles

Children with SEND are equal to children with no SEND. Full inclusion. 6 point annual expected progress.

Children with SEND will make good progress against their bespoke SMART targets in their Individual Learning Plans (ILPs)

Every teacher is a teacher of SEND, every leader is a leader of SEND.

High-quality classroom teaching is the most important factor in learning for all children, including those with SEND.

Assess, Plan, Do, Review

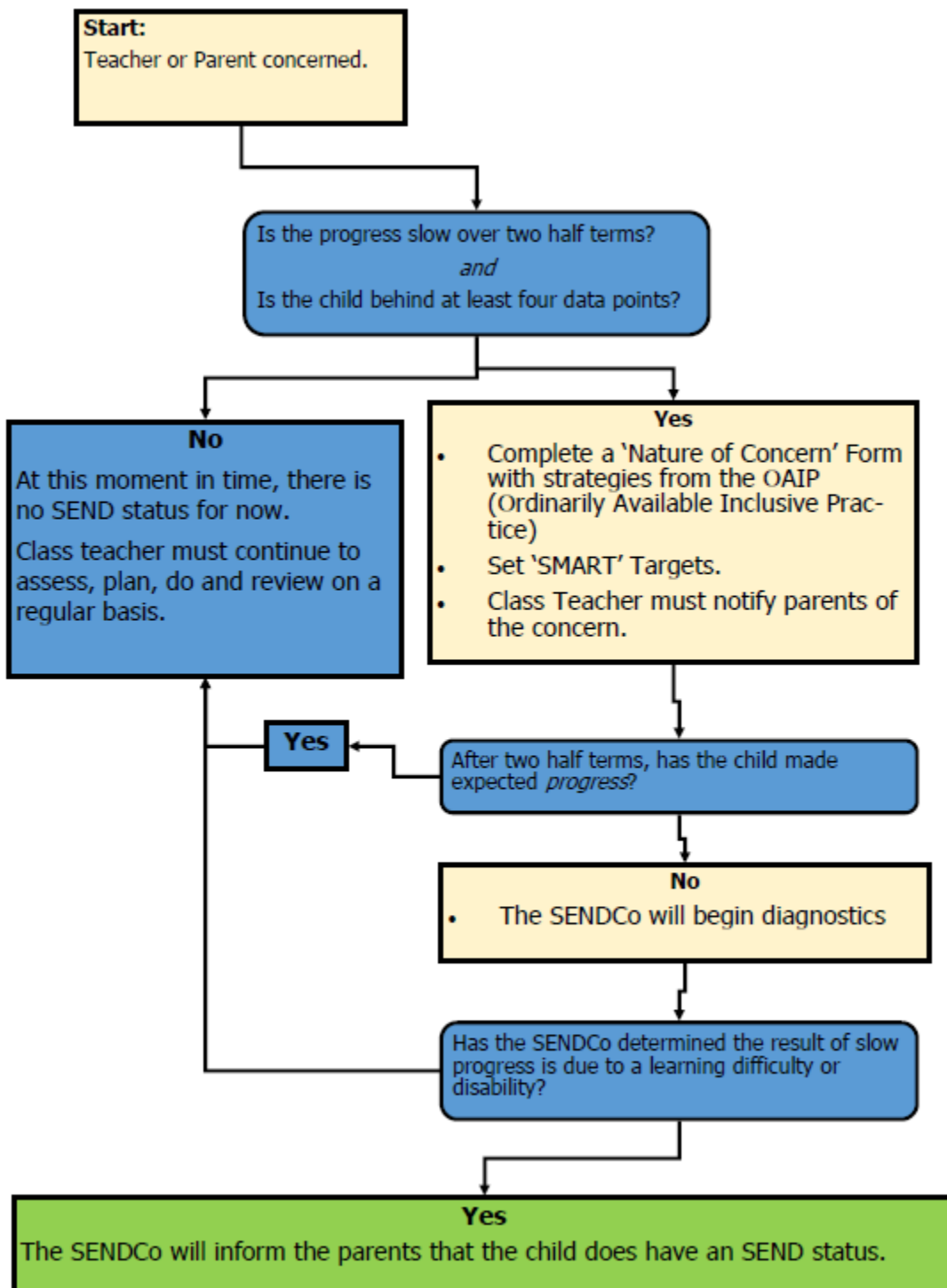
Aims of the Document

To inform teachers and staff of the *additional* processes in St Margaret's for children with SEND. As children with SEND are equal to children with no SEND, all other school policies remain relevant for children with SEND.

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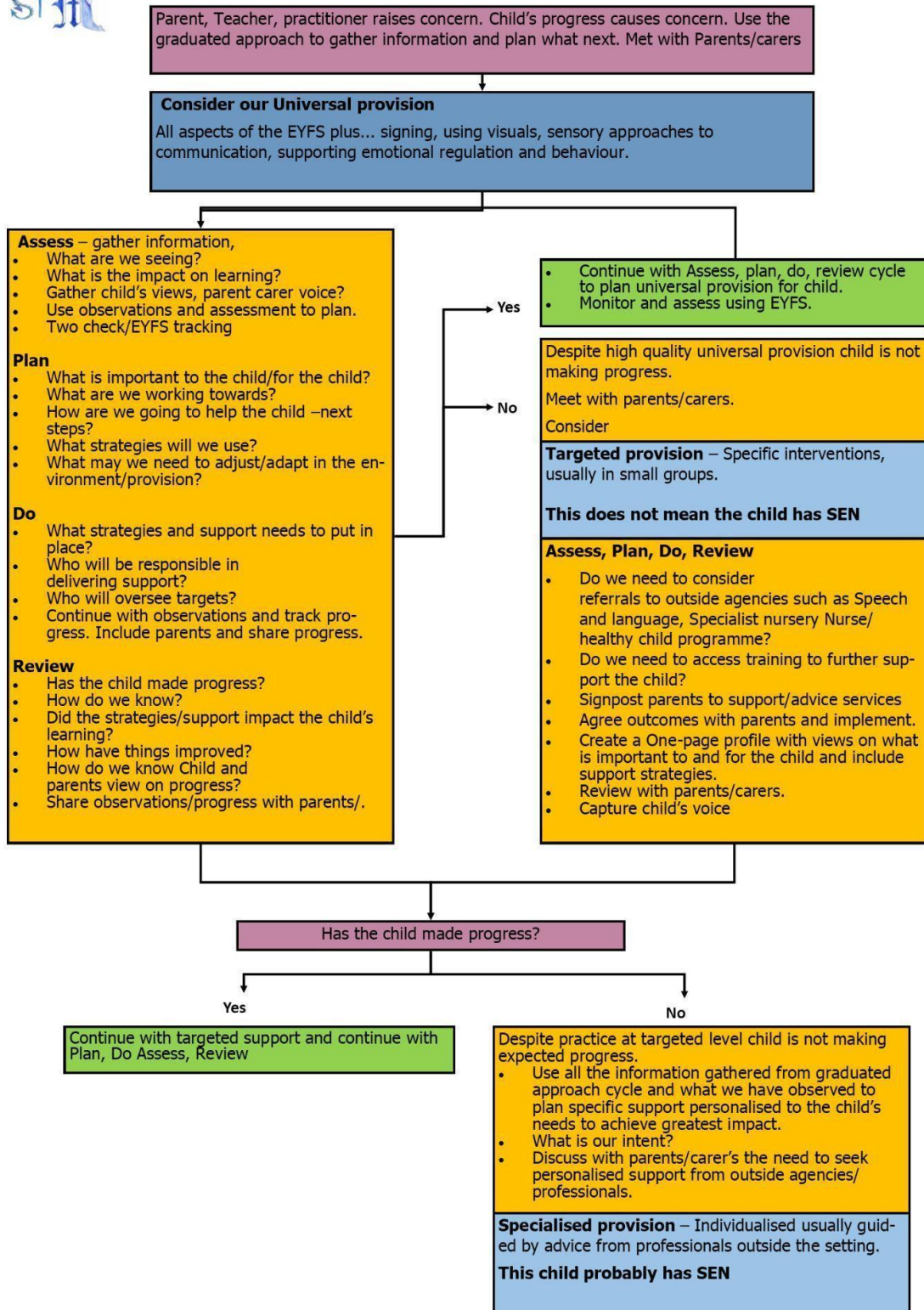
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SEND Identification Flowchart





Graduated approach to identifying and supporting SEND in Early Years



Expectations in Planning

For children with SEND each day in each subject, it will be evident in planning:

- Explicitly which adapted learning they are doing (Initials/name next to task)
- What adult support the child will get in each session (teacher/teaching assistant/independent learning)
- They'll have at least **1 session weekly working directly with the teacher**
- They'll have at least **1 session weekly working independently**

ILPs (Individual Learning Plans)

Class teachers formally produce ILPs **three times annually**, submitted before each half term. They will be shared with parents. Feedback from parents is to be written on the ILP. The dates are in the school's long-term calendar.

The year's final ILPs are carried over to the next year's first half term

Teachers set **SMART targets** based on accurate assessments (Specific, Measurable, Achievable, Realistic, Time-bound)

Teachers provide a plan of provision to meet these targets through classroom provision and/or intervention.

If a child is in an intervention, they must have a target in their ILP to reflect this.

Each target has **entry and exit data**. The evidence for these data is in **yellow intervention folders**

Each review window, the child's progress is evident in entry and exit data. The teacher will evaluate the impact of their provision against this entry/exit data progress, and set targets and provision based on their evaluation of the prior provision's impact on progress (assess, plan, do, review)

For children with EHCPs, targets for children with EHCPs must be drawn from section E of their EHCPs. These targets are displayed at the top of the child's ILP. The targets in the EHCPs are often long-term aspirations, and the teacher must derive shorter-term SMART targets from these on their own judgment (or with support from the SENDCO).

Involving Parents

For a parent with a child with SEND, the class teacher is the first point of contact for the school.

The SENDCO holds a twice-half termly "clinic", where parents can raise their own agenda and meet with the SENDCO.

On the first annual parent consultation meeting with teachers, teachers ask parents of children with SEND how the parents believe their child's needs are best met, and the teacher records this in the relevant sections on the ILP.

The SENDCO maintains a running record on all children with SEND including meetings with parents and status of referrals to external agencies.

Summative Assessment and Data

Other school policies with regards to Assessment and Data remain relevant for children with SEND.

ILP entry and exit data are an additional data and assessment source.

For children working below Key Stage 1 standards, progress will be tracked on Target Tracker in Maths, Reading and Writing with Early Learning Goals.

Role of the Class Teacher

The class teacher is responsible for the provision for all children in their class, including children with SEND.

Class teachers plan for all children's learning, including children with SEND.

Class teachers maintain ILPs.

All other policies remain relevant for children with SEND. Children with SEND are not treated as different or separate to children with no SEND. Children with SEND are likely to require reasonable adjustments to provision already in place in the classroom.

Distributed Leadership for Children with SEN

The SENDCo will be part of **Pupil Progress meetings**. In these meetings, teachers and SENDCo will evaluate past provision, and discuss new provision for the future. Assess, plan, do review in collaboration with **Senior Leaders**.

Every teacher is a teacher of SEND, every leader is a leader of SEND.

The SENDCo will collaborate at least twice annually with each **subject leader**, and six times annually with Maths, Reading and Writing leaders in subject monitoring. Together, the SENDCo and each subject leader will create a **co-produced action plan**.

The SENDCo will provide feedback and **monitor ILPs**, advising the teacher to assess, plan, do and review.

The SENDCo will provide feedback and monitoring in teacher planning and lesson drop-ins.

The SENDCo holds a **"SEN Surgery"** each Monday after school, when teachers are invited to discuss teaching and learning for their pupils with SEN.

On request, the SENDCo can solicit support from **external agencies** including but not limited to:

NHS Physiotherapy

NHS Occupational Therapy

NHS Speech and Language Therapy

Learning and Behaviour Advisory Team

Autism, Social and Communication Team

Manor Green Primary Outreach

Educational Psychology Service

Sensory Support Team

EHCPs (Education, Health, and Care Plans)

If a child has an EHCP, the teacher must understand the child's needs as explained in the document.

Section E targets must be reflected through SMART target's in the child's EHCP, and all provisions in section F must be provided for that child.

Each child with an EHCP will have Annual Review Meetings. The class teacher in partnership with SENDCO will plan for and attend these meetings.

SSC (Specialist Support Centre)

We have 8 places for children with Physical and/or Sensory needs.

Each child through the SSC will have an EHCP (see above).

Each child is fully integrated into mainstream classes.

Children in the SSC are likely to need teacher or TA support with both gross and fine motor skills, with the school working in partnership with NHS physiotherapy and NHS Occupational Therapy respectively. This means children through the SSC are likely to require additional intervention in these areas. The SENDCO will provide child-specific guidance.

Other Individual Plans (in addition to ILPs)

A child may need:

PEEP (Personalised Evacuation Plan)

RA (Risk assessment)

Intimate Care Plan

Individual Behaviour Plan

Personalised Daily Planning