

St. Martin's School

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SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

"At St Martin's School we are a fellowship of scholars who achieve excellence. We seek a rich, broad and challenging Curriculum. This culture puts us in control of our journey. Our children not only excel academically but are given the tools to enable them to pass their exams and converse at interview with confidence. This learning nurtures and stimulates us whilst emphasising the importance of individuality, intellectual wonder and self-actualisation. We obtain mastery in all aspects of the Curriculum. The heart of our journey is Literacy which we recognise as the fundamental tool of human communication. We explore the human condition through Music, Media and Drama. We value the planet, nature and fellow human beings in all their expressions."

At St Martin's School we believe that every child must and should be supported wholly during their academic journey. This Policy particularly fits the ethos of our school. We are aware that children who attend St Martin's School live in different boroughs. However, for clarity we focus on the London Borough of Barnet. We seek advice and support with Barnet's SEND Local Offer.

This Policy will be disseminated to all staff for their contribution, understanding and agreement to adhere to it. It is on our website, in every classroom and a copy is in our main office for anyone to read and discuss.

Guidelines to Special Educational Needs and Disability (SEND) Code of Practice 2014 (COP) With Policy and Procedures for Special Educational Needs (SEN) and Disability 0-25 Code of Practice

Definition of Special Educational Needs

From Code of Practice 2014

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children are considered to have a learning difficulty if she or he:

- (a) have significantly greater difficulty in learning than the majority of children of the same age
- (b) has a disability (or a medical need) which either prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in mainstream schools within the area of the local education authority
- (c) Are under compulsory school age and fall within the definition at a) or b) above or would do so if special educational provision was not made for them.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with SEN takes account of the type and extent of the difficulty experienced by the child. Any students may encounter difficulties in school at some stage

Children are not to be regarded as having a learning difficulty solely because the language of the home is different from the language in which they will be taught

Special Educational Provision means

Some children and young people need educational provision that is additional to or different from what is expected from teachers in their day to day pedagogy i.e. high quality teaching that is differentiated and personalised. High quality teaching should be sufficient to meet the individual needs of the majority of children and young people. Any necessary additional provision is regarded as special educational provision under Section 21 of the Children and Families Act 2014.

SEN needs fall into the 4 main categories of:

- **Cognition & Learning**
- **Communication and interaction**
- **Social, emotional and mental health**
- **Sensory & Physical**

Students may have needs in more than one of these areas

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. (*Disability Rights Commission*)

Basic Information about the St Martin's SEN Provision

Objectives

- St Martin's School values all students equally in accordance with the St Martin's Mission Statement. This includes those with SEND (Special Educational Needs and Disabilities) or medical needs; those identified as gifted and talented, students from diverse social, cultural and linguistic backgrounds and ethnic groups, refugee or asylum seekers, traveller and looked after children.
- SEN provision is based on equality of opportunity, so that all students, irrespective of disability, gender, ethnic origin or personal circumstances have an equal right to develop their skills and abilities.
- To have high expectations of all students and promote a culture that provides opportunities for all students to achieve including those with SEND
- To use the SEN Code of Practice to identify, assess, support and review the changing needs of students with SEND
- To provide in-service training which enables all staff to be aware of the importance of identifying, and providing for, the diverse needs of all their students.
- To continue to improve access to the Curriculum, buildings and information for students with a disability

- To recognise that all students with SEND are entitled to full access to a broad and balanced curriculum, including the National Curriculum, and should be fully integrated into the life of the St Martin's. To recognise that some bi-lingual students also have SEND with the same entitlement as above.
- To improve the achievement of students with SEND. This to be fulfilled in part through the use of assessment data, literacy and numeracy initiatives, the development of an IEP target bank, the use and review of IEPs, departmental schemes of work and lesson plans, in-class support, adapted materials, withdrawal support, effective use of learning resources and ICT
- To maintain strong links with, and close cooperation between, all of the agencies involved with students including those with SEND.
- To develop closer links with parents/carers of disabled students and those with SEND
- To ensure that student views are taken into account

To make effective use of all resources delegated to the support of students with SEND

The SEN Co-ordinator (Mrs Patricia Kelly) liaises with each department regarding the provision it makes for SEND students.

The name of the person who is responsible for co-ordinating the day-to-day provision of education for pupils with special educational needs and disabilities is Patricia Kelly.

<h3>Arrangements for Coordinating Provision</h3>

The Head Teacher is ultimately responsible to the Governors for ensuring appropriate provision is made for students with SEND. There is a Link Governor with responsibility for SEND

The day-to-day management of SEN is delegated to the SENCO.

The main responsibilities of the SENCO are:

- to follow the St Martin's School Equality and Diversity Policy to meet the needs of students from a variety of cultural and religious background
- to coordinate the management systems throughout the St Martin's for students with SEND
- To maintain the St Martin's SEN records as required by the COP
- Promote the educational and personal development of all students with SEND
- A good general knowledge of the requirements of the national curriculum and the specific requirements of the COP and learning strategies for students with SEND. An understanding of legislative requirements re SEND
- To oversee the day to day operation of St Martin's School's SEN policy
- To identify, assess and track the progress of students with SEND and be aware of the role of assessment as part of the learning process
- The ability to define effective measures for the performance of students and classes and keep these measures under systematic review
- To liaise with teachers within the St Martin's School to facilitate and improve access to the curriculum for students with SEND
- The ability to guide and advise staff on adapting the curriculum and developing approaches and resources including ICT for students with disabilities or SEND
- To liaise with all non teachers who are significantly involved with students with SEND
- To liaise with parents/carers of students with SEND.

- To liaise with external agencies including the Educational Psychology service and other support agencies, the health and social services, voluntary bodies and the wider community.
- A clear understanding of the theoretical and practical issues required to raise the achievements of students with SEND
- Evidence of a clear view about the future development of SEND in schools and an ability to manage change

Students with a statement/Educational Health Care plan

Students with a statement of SEN will be offered a place at St Martin's School if it is the wish of the parents unless St Martin's School consider that:

- The placement is unsuitable to the child's age, ability, aptitude or special educational needs
- Or
- The placement would be incompatible with the efficient education of the other children with whom the child would be educated **or** with the efficient use of resources

Statemented/EHC plan students transferring to St Martin's in other Years

St Martin's School will liaise with Barnet Borough Council, the current school, parents/carers and professionals involved and endeavour to meet the needs of the student as defined in the statement.

Other students with SEND

The school has no Special Units, but is sympathetic to every student's individual needs and endeavours to provide the necessary learning environment within the constraints of the budget and the building.

Students with SEND without a statement wishing to join St Martin's School will, before admission, have had their details passed on to the Head Teacher. The Head Teacher consults with the SENCO, staff, parents and external agencies to discuss appropriateness of placement and what provision needs to be made (and if that provision is compatible with the efficiency of resourcing.)

If relevant, an interview is conducted with key staff involved. These arrangements are not used to refuse admission or to give lower priority to any student with special educational needs within the confines of St Martin's School's admissions criteria.

All students with SEND are fully integrated into the life of St Martin's School. Support is offered in one or more of the following ways:

- in-class support/a small withdrawal group/1:1 support
- specific individual or group initiatives
- individual support and monitoring access arrangements for St Martin's based and external exams
- support clubs each day
- a range of external support agencies

Identification, Assessment, Provision and Review – The graduated approach

This is in keeping with the recommended graduated approach (COP 5.38); assessing students' needs, planning and implementing strategies and then reviewing and fine-tuning interventions, involving external expertise as needed.

Initial Identification Process

Any member of staff or parent can identify, to the SENCO, a student who is not making adequate progress or is causing concern.

Meetings take place on a regular basis and are often the forum for initiating necessary intervention. Students with SEND and or emotional/ behavioural issues are discussed at these meetings and teachers can refer students directly for SEN support.

When the SEN Initial Identification form is completed the SENCO then seeks the views of other teachers.

The SENCO will carry out an observation of the student in the classroom and relevant information and test scores are collated. The SENCO will gather information from the student, parents and class teacher. The information gathered will help the school to decide what help may be needed.

Based on the evidence students with SEND needs will be put on the SEND register. If it is felt the student does not meet the threshold they will be monitored and reviewed at the next Support meeting.

Students' names are removed from the SEND register when they have made relevant progress in literacy, numeracy and behaviour. The register is a 'changeable' system.

Parents and students are consulted and strategies for supporting the student are drawn up. Parental consultation ties in to the Parents' Evening programme or parents/carers are contacted at other times.

Some students will have a support plan that will be reviewed regularly. These will have the targets for the student and the information is circulated, with strategies, to relevant staff. Advice may be sought from other professionals: for example the Educational Psychologist or CAMHs. Students have targets that are circulated to teaching staff as they are specific to them and the external support person.

Statutory Assessment

If, after external advice and support the student is not making adequate progress the student may be referred to the LA who will consider the need for Statutory Assessment of educational, health care needs. **Statemented/EHC plan students**

Students have IEP targets that are circulated. This has information and advice for teachers to help them meet the student's needs.

Annual reviews take place once a year and the SENCO and other SEN staff liaise with teachers, parents/carers, outside agencies and the LA. Progress is reviewed with the involvement of staff, parents and students.

Review of student progress and Individual Education Plans

Students and those with a Statement are issued with IEPs which are reviewed at least twice a year. One of the IEP reviews takes place at the Parent's Evening. For the other review, targets are sent to parents and they are given the opportunity to discuss progress with the SEN staff involved. Parents and Carers of statemented students have regular meetings with the SENCO and key staff.

SEN staff, including LSAs, attend parents evening to meet the parents and carers, review progress with IEP targets and agree/set new targets.

Students own views of their progress are an essential part of this review process.

Students with SEND are encouraged to participate at all stages of assessment and individual target planning for their educational, social or emotional/behavioural needs.

'The views of the child should be given due weight according to the age, maturity and capability of the child.'

U.N. Convention on the Rights of the Child

Reviewed by Ms Patricia Kelly

(SENCO)

19th January 2017

Date for Review

19th January 2018 (and ongoing)

Access to the National Curriculum

All SEND students have access to a balanced and broad based curriculum. The National Curriculum provides the starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning and require particular action by the St Martin's.

Arrangements are in place to provide access by students with SEND to a broad and balanced curriculum, including the National Curriculum.

These include:

- in-class support
- withdrawal groups

At times it is necessary to withdraw students for small group or 1:1 tuition. This is kept to a minimum to avoid, as far as possible, students being withdrawn from the same

lesson or from ones they may achieve in or enjoy. Students and staff are consulted about appropriate times.

- individual support and monitoring
- the use of ICT
- differentiated materials and additional resources
- Individual Education support Plans (IEPs)
- Academic review meetings, students and their Heads of Year
- Regular pastoral support meetings for each year group between SENCo and HT. The progress of the students in the year is monitored and further, specific support is put in place when and where necessary.
- a wide range of curriculum enrichment activities, e.g. educational visits
- Annual reviews and specific support based on the objectives of student statements
- in-service training of staff
- funding to purchase SEN resources

Integration

Students with SEND or a medical condition have full access, along with their peers, to all learning, social and spiritual activities.

Students with SEND join in the activities of the St Martin's together insofar as it is reasonably practical and compatible with the student receiving the necessary special educational provision, the efficient education of other students in the St Martin's and the effective use of resources.

The SENCO is involved in the risk assessment procedure for extracurricular and off site activities and endeavours to provide additional resources to enable students with SEND to have equality of access.

Additional adults are used to provide 1:1 support when necessary for example for students with a medical need or a disability.

Complaints concerning SEN provision made at the St Martin's

Arrangements for dealing with complaints are laid out in the St Martin's complaints procedures.

The role played by Parents

- (i) In line with the Code of Practice parents/carers are fully involved at each stage of progress. The St Martin's considers its relationship with parents to be of the utmost importance in ensuring educational progress of all its students.
- (ii) When students are identified as having SEND, their parents/carers are sent a letter by the SENCO or Head of Year. Where possible parents are informed during the Parents' Evening meetings. The letter explains that a concern has been raised and suggests

ways that the St Martin's will address the needs, and monitor progress, of the student. A simple guide to explain how the COP operates within the St Martin's is enclosed with this letter. Parents/carers are always invited to contact the St Martin's to discuss any concerns.

- (iii) When applicable, IEPs for SEND students are produced, and reviewed twice yearly. They are discussed, and signed by parents and students.
- (iv) Advice is offered to parents/carers about supporting a student with special educational needs at home. The DFE special educational needs guide on the 2001 Code of Practice for parents is also available.
- (ii) Parents/carers are fully involved with, and invited to attend, all consultations with in-St Martin's or out of St Martin's support services.
- (iii) Parents/carers are actively invited to discuss, and share responsibility for, all issues concerning the student's special educational needs or disability. Parents/carers are always very welcome to make an appointment to discuss the student's needs.

Throughout the year the SENCO maintains links with other counselling/support services providing for a variety of needs.

This policy is written to comply with the statutory requirements laid out in the COP and has been written with reference to the following guidance and documents:

- **The Equality Act (2010)**
- **Special Educational Needs (Information) Regulations (2014)**
- **Statutory guidance on supporting pupils at schools with medical conditions (2014)**
- **Teacher standards (2012)**