

Date of Policy: **January 2026**Ratified by: **FGB**Date of next review: **January 2027**

Introduction

'A child shall be deemed to have special educational needs if he/she has a learning difficulty which calls for special educational provision to be made for him/her, and has significantly greater difficulty in learning than the majority of children of his/her age, or if he/she has a disability which prevents him/her from making use of educational facilities for children of his/her age.'

(1981 Education Act)

St Mary's School caters for 222 pupils in a total of seven classes, with a one form entry each September. The School values the contribution that every child can make, and welcomes the diversity of culture, religion and intellectual style. The School seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All children with Special Educational Needs and/or Disabilities (SEND) are valued, respected and equal members of the School.

As such, provision for pupils with SEND is a matter for the School as a whole. All teachers are teachers of pupils with SEND. The Governing Body, Head Teacher, SENDCO and all other members of staff have important responsibilities.

Whereas this Policy relates specifically to those children whose special educational needs and/or disabilities are identified as difficulties, St. Mary's School also recognises and provides for the special needs of more-able children, and promotes 'Growth Mindset' and a mastery approach, so that all pupils, regardless of their ability, are given opportunities and encouraged to be aspirational in their attitude to learning.

Pre-school

The School has strong links with St Mary's Playgroup (on site). Children attending this Pre-School will be monitored, and any concerns discussed with the Head Teacher, EYFS Leader and SENDCO, and appropriate action taken. Both settings liaise throughout the year to ensure that the needs of vulnerable pre-school children are identified early, and that relevant agencies are engaged to provide appropriate targeted support for the children (in partnership with parents) as soon as possible to support smooth transition to school.

Principles

We aim to develop each child's individual potential in a caring environment. We are committed to ensuring that all our children, including those with SEND, receive a curriculum relevant to their needs and ability whilst still fulfilling the requirements of the National Curriculum.

We aim to do this through:

- promoting equal opportunities within a 'Growth Mindset' approach for all children, thus enabling pupils with SEND to maximise their achievements;
- ensuring early identification of pupils with SEND through regular consultation with class teachers, TAs, parents/carers and external agency advice (where appropriate);
- establishing and maintaining an efficient and consistent approach to identifying, assessing and reviewing the needs of all pupils;
- taking the views and wishes of the child into account insofar as this is possible;
- working in partnership to enable parents/carers to take a supportive role in their child's learning;
- providing accessible tasks within a stimulating learning environment to ensure all pupils with SEND are offered full access to a broad, balanced and relevant curriculum, including the Foundation Stage and the National Curriculum as appropriate;
- providing training for the SENDCO, class teachers and TAs, and opportunities for dissemination of information related to SEND;
- having regard to the 0-25 SEND Code of Practice (May 2015)

Objectives

- *(Teaching & learning)* To ensure, wherever possible, that all pupils with SEND are taught within their own class group, and that pupils with higher level needs have an appropriately integrated timetable of withdrawal to follow programmes of study which support and enable their access to the Curriculum.
- *(Tracking progress)* To use school systems to operate a rigorous system of close monitoring of pupils' progress and to plan effective, tailored intervention.
- *(Resources)* To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND.
- *(Communication with parents/carers)* To secure and maintain regular and effective channels of communication by informing, consulting with and supporting parents/carers of children with SEND.
- *(Liaison with external agencies)* Liaise with and commission appropriate Services to ensure a supportive multi-agency approach where this may be required.

Roles and Responsibilities

Helen Marcus is the designated Governor with particular responsibility for SEND within the School.

The Governing Body carries out a range of responsibilities as specified in the SEND Code of Practice. These include:

- Having regard to the SEND Code of Practice and providing strategic support to the Head Teacher
- Ensuring there is a qualified teacher, who also has appropriate SEND qualifications, designated as SENDCO
- Publishing information on the School's website about implementation of the SEND Policy, and working with the SENDCO to monitor and develop the Policy
- Ensuring arrangements are in place to support pupils with medical conditions
- Publishing information about arrangements for admission of disabled pupils, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.
- Co-operating with the LA (e.g. developing the School Offer and when the school is named on an EHC plan)

Headteacher, Mr. L. Jordan, has the ultimate responsibility for:

- Day-to-day management of all aspects of the School's work, including pastoral care for all pupils (PSP) and provision for children with SEND.
- Ensuring a process is in place for involving parents/carers and CYP in progress meetings (at least 3 times a year) for reviewing provision and planning for pupils with SEND
- Working with the School Business Manager and Governors to plan and spend money for children with SEND effectively, monitoring the impact of such spending
- Working closely with the SENDCO
- Keeping the Governing Body fully informed of SEND issues
- Being the point of contact in the absence of the SENDCO

SEND Co-ordinator, Miss J M Payne is responsible for co-ordinating SEND provision within the school. She

- Works closely with the Head Teacher, SLT, class teachers and support staff, and keeps regular contact with the SEND Governor
- Is involved in the strategic development and operation of the School's SEND Policy, and works in close liaison with teaching and support staff in the identification, assessment and provision for pupils with SEND to ensure every child gets the personalised support that they need
- Manages provision and oversees records for pupils with SEND
- Liaises with pupils, parents/carers, teachers, TAs and external agencies
- Contributes to and oversees writing, delivery and reviews of My Plans, My Plan+ for pupils at SEN Support, and leads writing of Annual Review paperwork for pupils with an Education Health Care Plan (EHCP)
- Contributes to in-service training, when appropriate
- Leads performance management of dedicated SEND support staff

All teaching and non-teaching members of staff are involved in the development of the School's SEND Policy and are made fully aware of the School's procedures for identifying, assessing and making provision for pupils with SEND.

Class teachers should

- Have high aspirations for every pupil
- Work in partnership with the SENDCO, parents and support staff if there is a cause for concern
- Be responsible for meeting Special Educational Needs by a clear focus on outcomes and differentiating pupil tasks to enable access and challenge for all
- Involve parents/carers and pupils in planning and reviewing progress at termly review meetings for pupils at SEN Support (i.e. those on a 'My Plan' or 'My Plan+') and drafting pupil plans
- Contributing to Team around the Child (TAC), Team around the Family (TAF) and Annual Review meetings and EHC plans *as appropriate*
- Reviewing progress at parent evenings

Support staff

To be most effective the support they give and records kept should be focused on the achievement of specific outcomes for pupils.

Contact details for staff are available on the School's website <https://www.st-marys-churchdown.gloucs.sch.uk/> or by emailing the school office admin@stmaryschurchdown.gloucs.sch.uk

Admission Arrangements

The school's admission arrangements are in-line with the school admissions code. The School acknowledges in full its responsibility to admit pupils with already identified special educational needs and disabilities, including its legal obligation to admit a child named on an Education Health Care Plan (EHCP), as well as identifying and providing for those not previously identified as having SEND.

Specialised Provision

It is the School's statutory responsibility under the Equality Act 2010 that '**reasonable adjustments**' are made to ensure disabled students are not disadvantaged compared to their typically developing peers. The School's Single Equality Scheme sets out how this will be achieved.

The School ensures that the school environment, approaches to learning and tools for learning include the relevant support and adjustments to maximise children's learning. Where additional needs are identified (e.g. visual impairment) external advice and support is sought.

A Provision Map is in place for intervention across the school. Additional time or access arrangements are applied for so that identified pupils with SEND can access Key Stage 2 tests, and Specialist teachers and tutoring may be bought in to train staff or support pupils with specific needs. This is in addition to support gained through referrals e.g. to the Advisory Teaching Service.

Children with specific needs have additional members of staff to help them access the school curriculum; extra-curricular activities offered are accessible to children with SEND, within the limits of available funding, although the school will make all reasonable efforts to ensure that pupils can participate e.g. through access to grant funding, where possible, such as the CYP Disability Service. The School has a breakfast and after-school club run off-site, also accessible to children with SEND. As part of the School's inclusive curriculum, all school visits (including the Y6 residential visit) are available to all pupils, with extra provision for pupils with SEND as appropriate, and in accordance with risk assessment procedures.

A qualified SENDCO is employed to co-ordinate provision, work in close liaison with teachers and key support staff and to lead some interventions with some pupils with SEND, including dedicated speech and language interventions advised by the Speech and Language Therapy Service.

The SENDCO, teaching and auxiliary staff receive on-going training in all areas of SEND (as their caseload requires) as part of continual professional development.

St Mary's School is a one-storey building and is easily accessible to wheelchair users. There is a central accessible toilet. The shared church/school car park has a disabled parking bay.

Health and Safety

Health and safety is of paramount importance when considering pupils with SEND.

- School activity-based risk assessments (to safeguard vulnerable pupils with complex needs) as well as risk assessments for educational visits undertaken from school are in place, and any visits are fully supervised with additional adults for pupils with SEND. The SENDCO and key SEND support staff follow advice from the Advisory Teaching Service for Physical Disabilities and attend networking meetings to ensure best practice is followed.

Pupils with medical needs (*Statutory duty under the Children and Families Act 2010*)

- Pupils with medical needs will be provided with a Health Care Plan e.g. for emergency medication/procedures. These are drawn up with parents/carers, the Head Teacher, staff and nursing professionals depending on the needs of the Care Plan. Training is put in place where needed e.g. for managing epilepsy.
- In the case of a medical emergency, an ambulance will be called straightaway, whilst designated staff with First Aid Training will be on duty until an ambulance arrives.
- The medical needs (and allergies) of children are clearly communicated to all staff and highlighted on the staff room notice board.
- All medicine administration procedures adhere to the LA Policy and Department of Education (DfE) guidelines included within '*Supporting pupils at school with medical conditions*' (DfE) December 2015, and identified in the School's Administration of Medicines Policy.
- Prescribed medicines can only be administered with parental consent; specific medication is labelled and kept securely in the First Aid cupboard.

Safeguarding

St Mary's School has a Safeguarding and Child Protection Policy which aims to protect every child in its care by ensuring that everyone in the school: teaching and non-teaching staff, and volunteers, have clear guidance on the detection and management of situations where the child's safety and/or emotional welfare is suspected or is seen to be at risk. Any concerns regarding the safety of a child, or in the event of a disclosure, the procedures detailed in the Safeguarding and Child Protection Policy should be followed including notifying the Designated Safeguarding Lead (Liam Jordan).

Allocation of Resources

The School receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- The (academy) High Needs pupil funding from Gloucestershire County Council (for pupils with a statement of SEND/Education and Health Care Plan).
- The Notional SEND funding (part of the General Annual Grant GAG): This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- National SEND Funding is received from the Education Funding Agency, which is used to employ the SENDCO on a part time basis and partly fund SEND TA support for pupils at SEN support for dedicated interventions.
- For those pupils with the most complex needs, the School may be allocated additional funding from the Local Authority's High Needs Funding allocation. This partly funds the associated staff costs; the balance is funded from the main school budget.
- All schools receive additional Pupil Premium funding for pupils who are in receipt of free school meals (or have received FSM in the previous 6 years), are in Local Authority care or whose parents/carers are in the Armed Services. This funding is issued to provide further opportunities in supporting pupils to reach their full potential. For children with SEND, who are also in receipt of Pupil Premium funding, this may be used to help them further narrow their learning gaps and input intervention to overcome any learning barriers. Not all pupils who qualify for the Pupil Premium or Services Premium have SEND.

How is extra support allocated to children?

The Head Teacher decides on a budget for SEND in consultation with the School Business Manager and Governing Body on the basis of the needs of the children currently in the school.

Funding is used for employing TAs to work with children for targeted support as described within their EHC plans, target individuals and groups, and for relevant staff training. Other resources are purchased for use with individuals or groups (as appropriate) from a general SEND budget and a separate SEND 'EHCP' budget. Resources, training and support are reviewed regularly and changes made to suit need.

Identification of Pupils with Special Needs

At St. Mary's School, we believe in the importance of early identification, assessment and provision for any child who may have SEND. The earlier action is taken, the more responsive the child is likely to be.

The identification of strengths and areas of difficulty for all children is of paramount concern, and we must have support strategies in place. Special Educational Needs is a shared responsibility between class teacher, SENDCO, support staff and parents/carers. Extra support can be requested from the Governing Body, the Head Teacher, Subject Leaders and from external agencies.

We recognise that pupils may have 'special needs' in one or more of the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (SEMH)
- Physical and Medical

Process for Identification and Assessment

The School knows if pupils need extra support if:

- A pupil asks for help
- Observation of the pupil indicates that they have additional needs
- Concerns are raised by parents/carers, external agencies, teachers or the pupil's previous school/setting
- Whole school tracking of attainment outcomes indicates lack of expected progress
- Screening, such as that completed on entry, or as a result of a concern being raised, indicates a gap in knowledge and/or skills

In addition to statutory and general class assessments undertaken throughout the School and the tracking of pupil attainment and progress to identify any fall in attainment, St. Mary's offers whole class, small group and individual diagnostic tests, which assist in the identification of those children who may not be making adequate progress.

EYFS: (whole class): Teachers baseline pupils across the Curriculum based on 'Development Matters' assessment.

Dyslexia Early Screening Test (DEST-2) – (Term 6) – with appropriate follow-up support programme in Y1

Year 1:

Middle Infant Screening Test (MIST) – (Summer Term)- with follow-up support programmes for Phonics and handwriting *as appropriate*

Years 2, 3,4,5,6: (for individual pupils, where a concern had been identified)

Salford Reading Test

NFER Individual Reading Analysis

Dyslexia Screening Test – Junior (DEST-J) for pupils above 6.6 years

Diagnostic Numeracy Tests

Pearson diagnostic reading and maths testing with standardised scores

For all pupils EYFS- Y6 – The also School may also use:

The School Function Assessment (designed to measure the ability of children to meet various functional demands of Education. It is particularly useful for pupils with physical disabilities and/or more complex learning needs because of its hierarchical structure of easy-hard functional tasks which may be used as realistic targets and to measure progress)

The Boxall Profile (to develop a precise and accurate understanding of children's emotional and related behavioural difficulties, and for planning effective interventions and support activities)

The Coventry Grid: useful to support clinical observations (which may be requested) of the differences between children on the Autism Spectrum, and those with 'attachment' difficulties.

For children causing concern, the 0-25 SEND Code of Practice (May 2015) is consulted alongside the Gloucestershire L.E.A. Guidelines.

Provision for Pupils with SEND - *How the School supports all children*

All pupils will be provided with quality first teaching that is differentiated to meet the diverse needs of learners. All pupils will also have individual National Curriculum targets to aspire to, set in line with National outcomes, and parents/carers are informed of these.

Pupils with SEND will be provided with reasonable adjustments (such as auxiliary aids and external support Services, as appropriate) to overcome any disadvantage experienced in school, and to increase their access to the Curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:

- Classroom or small group observation by the SLT, Subject Leaders, SENDCO and external verifiers
- On-going assessment of progress made by pupils with SEND

- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need
- Teachers working in partnership with the SENDCO and any appropriate external professionals to provide advice and guidance on meeting the needs of pupils with SEND
- Pupil and parent/carers feedback with staff at SEND reviews on the quality and effectiveness of interventions provided
- Attendance and behaviour records

Pre-SEN Support

Pupil attainment is tracked closely, and children failing to make expected progress are identified quickly and discussed during Performance Management meetings between teachers and a member of the SLT. Additional action to increase the progress rate of these children will be identified and recorded, with due consideration given to the impact of differentiated teaching provided to the child, and provision of further strategies to further support and speed up progress.

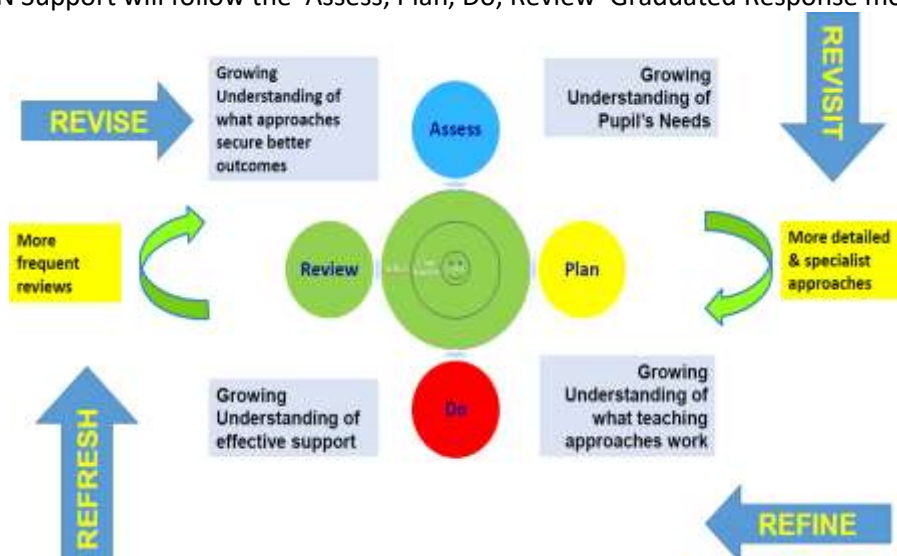
At St Mary's, we have adopted a non-statutory stage for any pupil who is a 'cause for concern', and class teachers may decide to place a pupil on a 'Pre-SEN Support' list, which is reviewed each long Term. If it is decided that increased differentiation or support (e.g. 'in house' Speech and Language therapy sessions, tutoring etc.) is required, **the class teacher will:**

- consult with the pupil's parents/carers and the child
- collect relevant information about the child, consulting the SENDCO and parents/carers
- work closely with the child in the normal classroom context, ensuring careful and regular monitoring

SEND Support

Where early intervention fails to efficiently increase pupil progress, parents/carers will be informed that their child may require SEND support and their partnership will be sought to improve attainment.

Actions relating to SEN Support will follow the 'Assess, Plan, Do, Review' Graduated Response model (*below*)



Graduated Response Model

1. **Assess:** Data on the pupil held by the School will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents/carers and the pupil will be invited to this early discussion to support identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that 'additional to' and 'different from' support will be required, then the views of all involved will be obtained, and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENDCO.
3. **Do:** SEND support will be recorded on a plan (i.e. a 'My Plan') that will identify a clear set of SMART (*Specific, Measurable, Achievable, Realistic with review Time*) targets and expected outcomes, and a Review date will be made.
4. **Review:** Progress towards outcomes will be carefully and continuously monitored and tracked. Review meetings are held Termly (3 times a year) with the pupil, their parents/carers and teacher and TA. *Since Covid-19 restrictions, review meetings may be virtual or in person (or a combination of the two), dependent upon parental preference and availability of professionals.*

If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, parental permission will be obtained to refer a pupil to any appropriate external agencies, including the Advisory Teaching Service, Health or Social Services, community and voluntary organisations, for advice and support on how to best meet specific needs of the pupil and in further supporting their family.

For those pupils at My Plan+, who need to be referred to any branch of the Advisory Teaching Service a 'My Assessment' multi-agency document also needs to be in place along with at least two reviews of a 'My Plan'. There is also the expectation that external Services would necessarily already be involved (e.g. Speech and Language Therapy or a Paediatrician).

Higher level Needs:

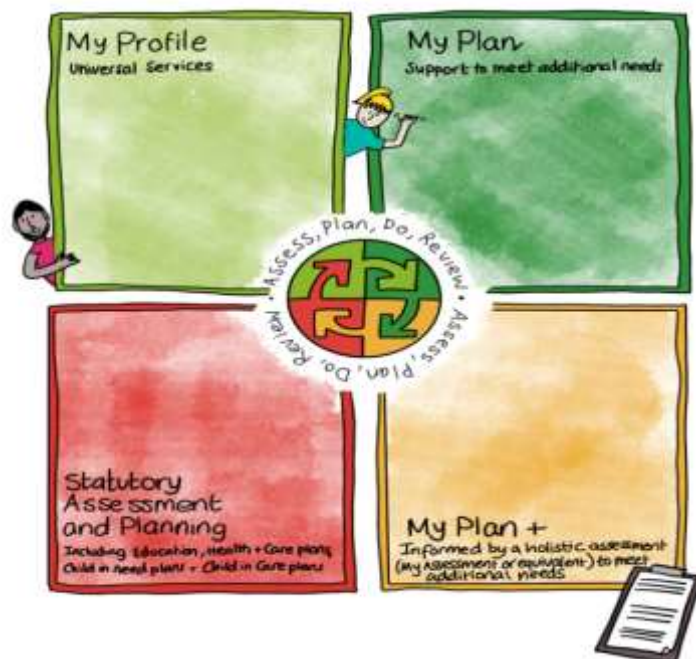
My Plan+ and steps towards an Education and Health Care Plan (EHCP)

My Plan+ is characterised by the involvement of specialists from outside the School. At this stage, the SENDCO continues to take a leading role, again working closely with external agencies, the child's teachers, parents/carers and the child concerned.

If a child's needs remain so significant and complex that they cannot be met effectively within the resources available to the School, a Team around the Child (TAC) meeting will be called at school, and the School's LA SEN Casework Officer will be notified/invited to attend. All stakeholders will then work co-operatively to consider if an Education and Health Care Plan (EHCP) is deemed appropriate.

Should an EHCP be considered necessary, a request will be made to the LA to conduct an assessment of Education, Health and Care needs. The LA will lead a series of investigations, which *may* result in an Education and Health Care Plan being drawn up. An EHCP is monitored and reviewed regularly via the Annual Review process. In addition to an Annual Review, pupils with an EHCP at St Mary's will have three Interim Reviews during the year.

Gloucestershire County Council's 'Graduated Pathway' model <https://www.gloucestershire.gov.uk/education-and-learning/graduated-pathway-practice-guidance/practitioners/what-is-the-graduated-pathway/#:~:text=The%20Graduated%20Pathway%20of%20Early,children%2C%20young%20people%20and%20families.>



Access to the Curriculum

All pupils have the entitlement to a broad, balanced and relevant curriculum. All pupils with SEND are taught for most of the week with their peers in mainstream classes and study the curriculum appropriate for their age. Occasionally children are withdrawn from class by the SENDCO or a TA, at carefully arranged short periods of times, in order that specific learning targets may be addressed, for example dedicated Reading support. Where a pupil with higher level or more complex needs is unable to access age-appropriate study e.g. in Mathematics, access to learning should be provided at an appropriate level, following the Mathematics Scheme of Work for a lower year group and other appropriate resources, to ensure gaps in a pupil's tracking data for Mathematics is being targeted.

Where withdrawal of a pupil is required, this should not exceed SENDIST recommendations of 35% withdrawal from class time. Ideally, there should be a proper balance of withdrawal for dedicated interventions for some targets outlined on a pupil's EHC Plan, for example dedicated Speech and Language or Emotional Literacy targets, while other target areas should be integrated appropriately within differentiated lessons in class, where this is appropriate (e.g. fine motor skills, some Literacy targets)

Similarly, for lower KS2 pupils who have not secured Phonics by the end of KS1, daily access to revision should be provided in order to support ongoing progress in Reading and Spelling. All teaching and support staff are aware of the National Curriculum Inclusion Statement, and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove any barriers to learning and assessment

Disapplication and Modification from the National Curriculum

If the school is advised by external agencies (e.g. Educational Psychology) that a pupil should be disapplied, or his/her work modified in a specific way from the National Curriculum, the School will comply. Special provision within the SATs will be applied for where pupils with SEND qualify.

With advice from, and the support of the SENDCO, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or TA support is provided, to enable pupils with SEND to access the learning or assessment processes. Wherever possible, SEN targets should be integrated into class work.

The School acknowledges that its Teaching and Learning practices make a difference. Because of this, the School regularly reviews issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks, to determine how these could be improved.

Access to the Wider Curriculum

In addition to the statutory Curriculum, the School provides a range of additional activities and clubs, encompassing sports, arts and academic interests, varying by term and relevant to a variety of age groups. Pupils with SEND are actively encouraged and supported to join in and benefit from these activities. Pupils with SEND are also represented on the School Council and the School's Chaplaincy Team.

Arrangements for dealing with complaints from Parents/carers

The process and pathways for making complaints are detailed in the school's Parent Complaints Policy. If you want to complain about SEND provision (including complaints that the school has not provided the support required by your child's SEN statement or Education, Health and Care (EHC) plan) then

Follow these steps in order. Move on to the next step if your complaint is not resolved.

- Talk to Janet Payne – the special educational needs co-ordinator (SENDCO).
- Follow the school's complaints procedure: <https://www.st-marys-churchdown.gloucs.sch.uk/perch/resources/documents/complaints-policy-march-2024.pdf>
- Complain to Gloucestershire County Council SEND department 01452 425000
- Complain to the Education Funding Agency instead of the local authority if your complaint is not about an EHC plan

There is a different process if you disagree with a decision your local authority has made about an EHC plan.

Links with other schools, teachers and facilities

We understand the importance of good links with other schools, particularly those from, or to which children are transferred. We ensure that all records are passed on or received in order to promote smooth and effective transmission; relevant staff attend case conferences where necessary e.g. 'Starting Out Conference' for Pre-School pupils and 'Primary Transition Conference' for pupils transferring to KS3 (*when this is provided by the Advisory Teaching Service*). Links are especially strong with St. Peter's High School (a key KS3 feeder school) and SENDCOs from both St Peter's and other receiving KS3 settings are invited to Y6 SEND Reviews in the Summer Term.

The School recognises that transition can be difficult for some pupils, especially some pupils with SEND, and takes steps to ensure this process is as smooth as possible.

For Pre-School transition there is strong communication between the SENDCO, EYFS teachers and the St Mary's Playgroup leader (on site); pupils have regular visits to their new setting throughout the year, and any special needs are indicated early on so that intervention, including external agency support (if appropriate), is put in place quickly. EYFS staff may make visits to other Nurseries for incoming pupils who do not attend St Mary's Playgroup, as appropriate and undertake home visits if appropriate / as required.

For children with SEND moving classes within the school, handover meetings are held between staff so that teachers are fully aware of a pupil's needs well in advance. For pupils with more complex needs with EHC plans, or for pupils who may be vulnerable because of SEMH needs, new teachers are also invited to the pupil's Summer Review with parents prior to transition.

Some pupils with SEND may need extra visits or phased transition to their new class to reduce anxiety to a minimum. All pupils moving on to KS3 will have visits to their new school, and staff from their KS3 school will be invited to visit St Mary's; for children with SEND, extra visits to their new setting are usually appropriate.

St. Mary's School has links with and has utilised [SAND Academies Trust – Supporting Achievement & Nurturing Development](#) Service: a Gloucestershire-based mixed multi-academy trust, who provide a wide range of support, subject expertise, and school improvement services tailored to both mainstream and specialist settings, offering training, advice and support for staff and parents/carers in meeting the needs of children with SEND in the most appropriate and flexible ways.

The School also has close and effective links with a wide variety of external agencies to support pupils and their parents/carers and staff to address pupils' differing needs, including e.g. liaison with Child Health Services and Social Services; the School commissions Educational Psychology both privately and via its allocation within the Gloucestershire Educational Psychology Service.

Currently the School works in partnership with:

- SEND Casework Team (Gloucestershire County Council). The school has a designated SEND Casework officer.
- Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) Gloucestershire <http://sendiassglos.org.uk/> (formerly Parent Partnership - now provided by Carers Gloucestershire)
- [Psicon | Am I Neurodivergent? ADHD & Autism Diagnosis UK](#) County Educational Psychology and privately commissioned Educational Psychology (where required)
- Various branches of the Advisory Teaching Service – for Communication and Interaction, Cognition, Learning and Social and Emotional Health difficulties, and branches for Physical Disability and Medical Needs and Visual impairment where these Services may be required
- Speech and Language Therapy and Specialist Speech and Language Therapy for pupils with Autism
- Augmentative and Alternative Communication Team (via internal Speech and Language Therapy referral)
- NHS Physiotherapy
- NHS Occupational Therapy
- School Nursing service

- CYP Disability Service (which is accessed for grant funding to provide adult support for pupils with physical disabilities at after-school activities)
- Children and Young People's Service for Mental Health (CYPS 2gether NHS Foundation Trust)
www.2gether.nhs.uk/cyps
- Social Care Services (*via Early Help referrals*)
- The Virtual School, Gloucestershire (for provision for LAC & PLAC) <https://www.gloucestershire.gov.uk/vschool/>
- Supporting documentation for parents accessing private referrals through Specialist agencies compliant with NICE for assessments for ADHD and Autism e.g. Psicon <https://www.psicon.co.uk> and The Owl Centre <https://www.theowl.org> *

**There is currently a 3-year wait in Gloucestershire from the point of NHS referral to assessment.*

Other Services the School has accessed previously:

- Families First Plus Gloucester (part of Early Help for Children, Young People and Families)
- Hospital Schools' Service
- Teens in Crisis (TIC) counselling
- Winston's Wish

The School has strong links with the Parish, and the Parish Priest, who lives on site, may be available, upon request, to support families at significant times of difficulty e.g. loss / bereavement.

The SENDCO regularly attends virtual SEND Meetings of the Tewkesbury District Partnership (TDP), where regular National and local updates regarding SEND are discussed, there is the opportunity to share ideas regarding good practice and the facility to share resources. She has also previously attended the Gloucestershire Nurture Network Practitioner meetings to learn and share best practice about using Nurture Principles to support some pupils with emotional or behavioural difficulties.

The role played by parents/carers of children with SEND

In accordance with the 0-25 SEND Code of Practice (May 2015), our School upholds that all parents/carers of pupils with SEND should be treated as equal partners. The School has positive attitudes to parents/carers, provides user-friendly information to ensure that they understand the procedures and are aware of how to access advice. Parents/carers will be supported and empowered to:

- recognise and fulfil their responsibilities as parents/carers and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEND framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.
- Have opportunity for dispute resolution before Tribunals if there are complaints

Clear procedures for pupils with SEND within the new Graduated Pathway mean that no decisions about referrals, provision, My Plans, movement between Stages or, in relation to Statutory Assessment, will be made without parental/carer consultation and consent. Within the review process parents/carers will be consulted and invited to Review meetings with their child *where it is appropriate for the pupil to attend*.

In addition to the parental/carer support provided by the School, the LEA provides information and advice on SEND matters through the Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) Gloucestershire <http://sendiassglos.org.uk/> (formerly Parent Partnership)

Pupil Participation

At St. Mary's School we firmly believe in the importance of active involvement by pupils regarding their own learning, progress and achievement. Children with SEND are invited to Review meetings (*where this is appropriate for the child*) to discuss their progress, express opinions and help set new targets. Those who are capable of forming views, have their opinions considered in any matters affecting them. For some of the youngest or least articulate pupils, the school strives

to determine the child's views using visual methods such as graphic indicators, picture cards, interview and parental input as appropriate.

Arrangements for In-Service Training

All members of staff are encouraged to pursue training for continual professional development (CPD) according to individual need linked to the School Improvement Plan; this includes undertaking externally accredited courses where appropriate.

The SENDCO (and other staff where appropriate) attends training relevant to the requirements of their caseload. The SENDCO also attends the annual SENDCO Conference, *when this is held*, and virtual Termly cluster meetings of the Tewkesbury District Partnership (TDP); she has also previously attended meetings of the Gloucestershire Nurture Network Practitioners.

The SENDCO leads performance management for some 1-1 SEN support TAs, and organises or cascades some training as part of staff meetings or INSET when this may be appropriate. This may be for SEN support TAs (e.g. Speech and Language, Better Reading Partnership, Dyslexia etc.) or for whole staff to address management of specific pupil need e.g. Emotion Coaching or challenging behaviour and the Law around physical restraint.

Monitoring and Evaluating the Success of the Education Provided for Pupils with SEND.

The School, including the Governing Body is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the Governing Body reports annually to the parents/carers upon the quality of education provided for, and the achievements of pupils with SEND. The School employs a series of methods, which are frequently reviewed, to gather data for analysis, including:

- Regular observation of teaching by head teacher & SMT.
- Analysis of the attainment and achievement of different groups of pupils with SEND
- Scrutiny of teacher's planning and pupils' work
- The views of parents/carers and the pupils
- Regular monitoring by the Governing Body/ SEND Governor
- Maintenance of assessment records that illustrate progress over time
- Regular meetings between SENDCO, class teachers and teaching assistants.

As a result of the above, the School reports annually upon its successes and identifies aspects for future development.

Whole-school SEND self-evaluation procedures

The SEND 0-25 Code of Practice (May 2015) emphasises SEND as a whole school issue with all teachers being responsible for the progress and well-being of children with Special Educational Needs.

All teaching staff and TAs are encouraged, with the support of the SENDCO, to develop their skills within focused areas of SEND. Subject Leaders will monitor provision of differentiated tasks for children on the SEND register when monitoring their subject. The SENDCO monitors TA-led interventions as part of the review process of pupil's SEND plans each long Term.

Self-evaluation of SEND is a continuous process of improvement which focuses upon the four major questions, and by which Ofsted will make *key judgments*:

- Do children with SEND make good enough progress? (*Achievement from starting points*)
- What is the quality of provision for children with SEND? (*Quality of teaching and learning and Quality of Leadership and Management*)
- Does the school meet its statutory requirements in respect of children with SEND? (*Behaviour and Safety*)
- How has the school improved since the last inspection?

The SENDCO, working with the Head Teacher, is involved in the analysing of data, updating the SEND and Pre-SEN Support registers and Provision Map, compiling the SEND SEF (annually – as part of the SEND SDP) which makes recommendations about priorities and actions for improvement. The Provision Map, which is updated each long-Term following SEN Reviews, is worked on in liaison with all teaching staff to ensure joined up thinking in respect of interventions.

Monitoring and Review

The Policy is reviewed by the SENDCO, working in consultation with staff and the Governor with responsibility for SEND. The Policy will be reviewed as shown on the School Development Plan.

Implementation of this Policy is seen as the responsibility of all staff. Its use and effectiveness will be supported and monitored by the SENDCO working closely with the Head Teacher.

Related Policies

Single Equality Scheme

Assessment

Accessibility Plan

Parent Complaints

Confidentiality

Curriculum Policies

Data Protection

Equal Opportunities

Local and School Offers

Administration of Medicines

Pre-school guidance

Safeguarding and Child Protection Policy

Learning & Teaching

These are available to view on the St Mary's School website

<https://www.st-marys-churchdown.gloucs.sch.uk/school-policies>