



ST MARGARET'S PREP

CALNE

Special Educational Needs Policy

Definition of Special Educational Needs and Disability (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. *Special Educational Needs Code of Practice 2014 p.15*

Special educational provision means

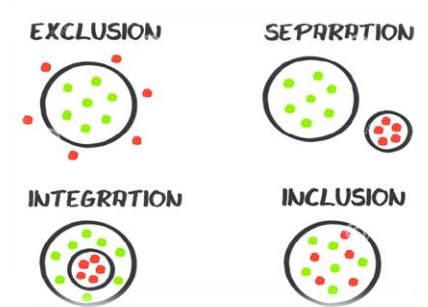
For children aged two or more, special education provision is education or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years provider. *Special Educational Needs Code of Practice 2014 p.16*

Our vision

St Margaret's Prep have expectations of excellence, where individuals are valued, achievements celebrated and where children are happy and safe. School should be a place held in high esteem by pupils, staff, parents, governors and the wider community. We want pupils and staff to enjoy coming to school every day and take pride in moving their school ever forward.

Our aim

To enable all children including those with Special Educational Needs and Disabilities to benefit as fully as possible from their education. We will ensure access to a broad and balanced curriculum that provides for the development of knowledge, understanding and skills that children will need to become active and responsible citizens. We aim for every child to be confident, enjoy success and develop to their full potential, in line with their peer group.



Objectives of the policy are to

- Value the achievements and abilities of all our children
- Identify pupil’s individual needs at the earliest possible stage and target those needs effectively so that their attainment is raised
- Show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible as soon as they start school. Confident young children, who know that their opinions will be valued and who can practice making choices, will be more secure and effective learners.
- Promote the self-esteem of children with special educational needs, acknowledging and celebrating progress that they make
- Monitor every child in school through pupil progress meetings with class teachers and the leadership team, liaison with parents, learning walks and reviews.
- Provide the most effective support we can for our pupils with SEND:
 - Quality First Teaching and Responsive Teaching (differentiation)
 - Early identification and assessment of pupils with SEND
 - Carefully targeting resources, including human time and specialisms, at individuals and intervention groups
 - Ensuring additional support is delivered in a such a way as to minimise disruption to the child
 - Ensuring that all supporting adults who are involved with pupils with SEND are well briefed as to their needs and targets
 - Involving the child in the identification and review of targets through discussion, marking, guided groups and individual targets
 - Ensuring continuity for all pupils when transferring from class to class, and school to school, through carefully planned transition and clear arrangements for transfer of paperwork

SENCo role

The SENCO is responsible for the coordination of provision for special educations needs within the school. This involves working with the Headmaster, the Leadership team and the Governors to determine the strategic development of the policy. Other responsibilities include:

- The day-to-day implementation of the SEND policy

- Monitoring, evaluating, and reviewing policies and practices relating to SEND
- Coordinating provision for children with SEND to meet their needs effectively
- Meeting regularly with class teachers through Pupil Progress Meetings to discuss the needs of the children on the send register, to identify vulnerable children and to help staff to identify appropriate strategies and resources.
- Evaluating the effectiveness of interventions
- Assessing and identifying children’s needs
- Working in partnership with class teachers in the formulation and review of My Support Plans, and any recommended actions from external agencies
- Leading, managing, supporting, and developing the Teaching Assistant team including the provision of regular training
- Monitoring and tracking the progress of children with SEND
- Working in partnership with outside agencies connected with children on the SEND register
- Collaborating with parents or carers of children with SEND including meetings and Annual Reviews
- Maintaining up to date records for pupils with SEND and overseeing the record keeping for all children with SEND
- Overseeing and maintaining specific resources for SEND
- Facilitating appropriate training and professional development for staff in the field of SEND
- Requesting Education, Health, and Care Plan assessments where appropriate
- Working in partnership with class teachers to implement and review Education, Health and Care Plans (EHCPs) and any recommended actions from external agencies

The SENCo holds the national post-graduate qualification for SEND (NASENCO). There are also other members of staff who have a range of qualifications and experience in supporting, and teaching children with additional needs. They are deployed as appropriate in a range of ways including:

- Direct teaching or support to children with SEND
- Identification and assessment
- Supporting planning
- Staff training and development

Admission Arrangements

We strive to be a fully inclusive school and all children will be treated according to their needs in line with the school’s approach to equality of opportunity. We assess the level of additional needs on application and will liaise with parents accordingly. While St Margaret’s is a non-selective school, we are unable to support children with complex additional needs.

Allocation of resources

Special Need resources for most pupils can be found in their classrooms. Class teacher and Teaching Assistants develop resources for specific children to use (these should be handed to

the next teacher during transition meeting at the end of each academic year). We are fortunate to have additional rooms which may be used for intervention groups and are in constant use by teachers, Teaching Assistants and outside agencies.

Teachers and Teaching Assistants work together in teams to ensure effective responsive teaching and deployment of adult support. Liaison with the SENCo and Leadership Team inform this practice.

Pupils who require additional SEND support will be provisioned for and may be allocated specific resources such as access to IT programmes, the Inclusion team or teaching support.

SEND Staffing

Leadership	Alex Hopkins (SENCO)
Learning Support	<p>Learning Enhancement Teacher(s) Mike Callahan – 0.4</p> <p>TA/ESA Danni West – ELSA Alison Salisbury – Lightning Squad Lead Annabelle Langford – Lightning Squad Lead</p>

Identification, assessment, and review

In accordance with the Children and Families Act 2014, our school aims to identify special educational needs at the earliest point and then to make effective provision that improves the long-term outcome for the child. Class teachers and subject leaders, supported by the senior leadership team, will regularly assess and monitor the progress of all pupils.

The first response to identifying where progress is less than expected will be to ensure that there is 'Quality First Teaching' in the classroom and that it is targeted at a pupil's area for development. Where progress continues to be less than expected the class teacher, working with the SENCo will assess whether the child has SEN. Where appropriate the school will engage with other professionals to support the assessment process. The class teacher will liaise with parents/carers to discuss and share concerns.

The school follows the guidance of the Code of Practice 2014, implementing a graduated response to need.



We identify the needs of children with SEND in line with Wiltshire's Graduated Response to Special Educational Needs (WRGSS) documents. The WGRSS reflects the broad areas of need outlined in the SEND Code of Practice 2014.

The categories are as follows:

Cognition and learning e.g.

- Moderate learning difficulties (MLD)
- Specific learning difficulties e.g., dyslexia, dyspraxia, dyscalculia (SpLD)

Communication and Interaction e.g.

- Speech, language & communication (SLCN) e.g., articulation or language delay
- Autism spectrum disorders (ASD)

Social, emotional, and mental health difficulties e.g.

- Attachment

Sensory and/or physical e.g.

- Hearing impairment (HI)
- Visual Impairment (VI)
- Multi-sensory impairment (MSI)
- Physical disability (PI) e.g., Cerebral palsy

Access to the curriculum

All teachers design the learning activities in ways that are accessible for all children within the classroom. To guard against dependency, we expect all children to spend time working independently as well as having focus time with their class teacher.

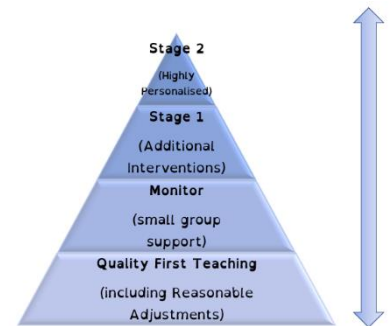
Different groupings may be used in the classroom to provide opportunities for pupils to work at their own pace with or without support. Assessment activities enable children to demonstrate their understanding in a variety of ways. Collaborative learning styles are encouraged, as well as different methods of recording. The class teacher liaises with the SENCo to provide the most effective support for some children.

Children may be withdrawn from the classroom when it is considered that this will facilitate their learning. Great care is taken to ensure this will not affect their entitlement to the whole curriculum.

Initial Concern

Class teachers will use a range of teaching and learning approaches as part of their Quality First and Responsive teaching arrangement to meet the needs of the children in our school. However, where careful identification and assessment is determined that a child is not making adequate progress the class teacher will review the strategies and approaches that are currently being used and consider ways these might be developed in liaison with the child and parents/carers.

Where there is evidence that the child needs help over and above that which is normally available within class, or school, the child's need will be supported through St Margaret's Learning Support system.



Monitoring

Through the Quality First teaching approach, class teachers will identify gaps in children's learning and respond accordingly. This will be through deployment of the TA, booster groups, reasonable adjustments and in class small group support. Where gaps are not plugged, and progress is slowing the child will move to stage 1. The class teacher liaises with the parents and makes the SENCo aware of children at the monitoring stage and progress is reviewed during Pupil Progress meetings which involve the class teacher, Deputy Head (Academic) and Head of Learning Enhancement and Wellbeing.

Stage 1

Stage 1 is administered and monitored by the class teacher. The class teacher will implement evidence-based interventions, and these will be delivered by the TA/ESA. The majority of interventions are delivered for a short amount of time, several times a week. These are recorded by the teacher on the Year Group provision map. Year Group provision maps are reviewed termly by the class teacher and SENCo. As per 'Monitoring', the class teacher liaises with the parents, makes the SENCo aware of children at Stage 1 and progress is reviewed during Pupil Progress meetings which involve the class teacher, Deputy Head (Academic) and Head of Learning Enhancement and Wellbeing.

Stage 2

Following a period of Stage 1 intervention where progress has not been made, further assessment of a child's need may be recommended through a referral to an external agency (Speech and Language, Educational Psychologist, Occupational Therapy, Specialist SEN Service at Wiltshire LA). Parental permission is required prior to any formal assessments being carried and will incur a fee. Any advice given by the external agency is followed by the school and reviewed to ensure progress is made. At this stage an individual provision map will be implemented by the SENCo and all

recommendations, strategies and targets will be recorded. At this stage 1:1 specialist teaching may be recommended and incurs a separate fee. If, through the process of reviewing, monitoring and assessment, it becomes evident that a child is still not making a sufficient level of progress, a My Support Plan may be implemented. This is written collaboratively with the parents, class teacher and the SENCo and is reviewed on a termly basis.

The learning support register is fluid and if a child consistently meets the expected level of progress they may move to Stage 1, Monitoring or be removed from the register. However, the child will continue to be monitored through the standard class assessments and Pupil Progress meetings.

Where a child continues to make little or no progress in relation to the target set, or is working at a level significantly below their peers, it may be appropriate to request a statutory assessment which may result in an Education, Health and Care Plan.

Evaluating successful provision

To make consistent, continuous progress in relation to learning support provision, St Margaret's encourages feedback from staff, parents and pupils throughout the year. Staff are reflective practitioners and regularly monitor, review and evaluate the interventions in use to support pupils. Provision is reviewed annually, and evidence collected informs school development, improvement and planning.

Working with agencies outside the school

Our school liaises closely with external professionals and will routinely involve a range of services to provide advice for pupils who need additional support, for example, Speech and Language, Educational Psychology and Specialist SEND Service.

Professional development

Induction, training including INSET, and the Continuing Professional Development (CPD) of staff is ongoing according to individual need and priorities identified from the school development plan. Teaching and Teaching Assistants take part in the appraisal cycle. TAs/ESAs meet with the SENCo regularly. The content of the meetings depends on the needs of the children with SEND in school at the time and the professional needs of the TAs. Training may be led by the SENCo, IAPs or an appropriate outside agency. Staff development is vital to ensure high quality provision for children with SEND.

Partnership with parents

St Margaret's believes that a close working relationship with parents is essential as we recognise that they have a unique knowledge of their own child. This ensures that;

- Early and accurate identification and assessment of additional learning needs leads to appropriate intervention and provision.
- There is continuing social and academic progress of children with additional learning needs.
- Personal and academic targets are set and met effectively.

- Parents are welcome to make an appointment with the Head of Learning Enhancement and Wellbeing at formal parents evenings and for additional review points during the year.

Links

We recognise the importance of maintaining close links with feeder schools, including Nurseries and Child Minders. We also liaise with other schools to ensure a smooth transition when pupils leave or change schools.

Complaints Procedure

If a parent has any concerns or complaints regarding the SEND provision for their child, an appointment to speak to the Head of Learning Enhancement and Wellbeing should be made in the first instance. If the matter is unable to be resolved to the parents' satisfaction, the complaints procedure included in the Parent Contract should be followed.

Evaluating the success of our policy

This policy will be regularly monitored, annually reviewed, and evaluated against the aims and objectives set out earlier in this policy and with reference to the Department for Education policy.

Review

This policy will be reviewed at least annually by the Senior Leadership Team.

Effective Date

This policy was last reviewed in September 2023

Approved by Governors