



THE
MARIST
SCHOOL
ASCOT

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School DfE No: 868/6013

Special Educational Needs and Disability (SEND) Policy Part 1, 3

**Excellence as a habit not an action.
Excellence in who we are; Excellence in what we do;
Excellence in our service of others.**

Feet on the ground. Reaching for the stars.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Applies to:

- The whole school including Early Years Foundation Stage (EYFS) along with all activities provided by the school, including those outside normal school hours.
- All staff (teaching and non-teaching), Governors and volunteers working in the school.

Compliance

This policy has been written with reference to the following documents:

- The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations Part 1, paragraph 2 (1) (b) (i) and
- Equality Act 2010: Advice for Schools DfE Feb 2013
- SEND Code of Practice 0-25 2014
- Statutory Framework and Guidance for the Early Years Foundations Stage DfE Sept 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- National Curriculum in England KS1 & 2 Framework Document 2013
- Teachers Standards 2012

Related Documents:

- Safeguarding Policy
- Accessibility Plan
- Curriculum Policy
- English as an Additional Language Policy
- Anti-Bullying Policy
- Data Protection Policy
- Complaints Policy

Section 1: Introduction

At The Marist School, our Mission Statement informs all we undertake; to facilitate excellent education where outstanding teaching and pastoral care underpin academic success. This, combined with the development of the whole person, equips pupils with the capacity to succeed in their life's journey.

SEND Co-ordination

The Principal has appointed one SENCO to manage SEND provision across all phases of the school. This policy was created by the school's SENCO with the SEND Governor, and in liaison with staff.

Section 2: Aims and Objectives

The Marist School's SEND policy provides a framework for the provision of teaching and support for pupils with learning difficulties / disabilities. The aims of this policy are that:

- All pupils have access to an inclusive curriculum regardless of ability, culture, ethnic background or religion.
- Pupils with SEND are identified, assessed, supported and monitored within the school.
- Support is provided for the teachers to meet the learning needs of all pupils.

- Parents / carers and pupils are involved in SEND processes.
- Positive attitudes to SEND are promoted within the school community.
- Responsibilities held by all staff and governors for SEND are implemented and maintained.

In order to meet these aims, the objectives of this policy are to:

- Identify and provide support for pupils who have SEND.
- Ensure SEND pupils are not discriminated against on the basis of their additional needs or disability.
- Pay heed to the guidance provided in SEND Code of Practice 0-25 yrs 2014.
- Provide support and advice for all staff working with SEND pupils.
- Work in partnership with parents, guardians and the pupil themselves in providing appropriate support and advice.

Section 3: Identifying SEND

Definition of Special Educational Needs

The SEND Code of Practice 2014 identifies 4 broad areas of needs:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

The following are not characterised as SEND but we acknowledge they may impact on progress and attainment:

- Disability (the Code of Practice outlines a 'reasonable adjustment' duty for all settings provided under current Disability Equality legislation – these alone do not constitute SEND).
- Poor attendance and punctuality.
- Health and welfare concerns.
- EAL or use of alternative methods of communication.
- Being a Looked After Child.
- Being a child of Service personnel.

At The Marist School the identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. The quality of teaching for pupils with SEND, and the progress made by pupils, will be a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. The identification of pupils with special educational needs and disabilities can be:

- On entry when specific needs are identified and recorded as part of the entrance/transition process.
- By staff recognition of a pupil whom they perceive as having difficulties.
- Through discussion with external professionals such as doctors, counsellors, therapists etc.
- Through concern expressed by parents / carers.

A pupil will be identified as having special educational needs if:

- There is the need for the provision of a special or modified curriculum.
- The pupil has a significantly greater difficulty in learning than the majority of her peers of the same age.

- The pupil fails to match previous rates of progress or widens the attainment gap.
- The pupil has disabilities / medical conditions, which either prevent or hinder the use of facilities generally available in school.

Section 4: Graduated Approach

The school follows a graduated approach to help identify and support pupils who may have SEND.

Process for Raising Concerns About a Pupil

- A concern is raised about a pupil.
- The SENCO is informed and further information is sought from all parties. The pupil may be put on the Cause for Concern Register.
- The SENCO in consultation with the EYFS / Class / Form / Specialist Teacher, parents and other interested parties will decide on appropriate action.
- Further assessments or observations may be deemed necessary.

Class Differentiation

Teachers are responsible and accountable for the progress and the development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. The first step of the Graduated Approach is to ensure high quality teaching is differentiated for individual pupils who may have SEND.

- If a pupil is identified as a Cause for Concern it is the EYFS / Class / Specialist Teacher's responsibility to meet the pupil's needs through high quality teaching and differentiation.
- Advice may be given by the SENCO and Heads of Key Stage / Department.
- Further support for the pupil may be provided by a Teaching Assistant or via an intervention.
- Progress is monitored by the EYFS / Class / Specialist Teacher.
- If the pupil makes good progress, the EYFS / Class / Specialist Teacher and SENCO may decide it is appropriate to remove the pupil from the Cause for Concern Register.
- Parents and, where appropriate, pupils will be involved in this process.
- If the pupil does not progress, the EYFS / Class / Specialist Teacher may ask the SENCO to consider SEND Support.

SEND Support

When it is decided to provide a pupil with SEND Support, the parents **must** be notified and their child will be added to the school's SEND Register. The trigger for SEND Support is evidence that, despite having appropriate differentiated learning opportunities, a pupil:

- Makes little or no progress, even when teaching approaches are targeted, particularly in a pupil's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills, which result in poor attainment in some curriculum areas.
- Presents persistent social, emotional or mental difficulties, which are not ameliorated by behaviour management techniques.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

Where a pupil is identified as having SEND, the school will endeavour to take action to remove barriers to learning and put effective special educational provision in place. This SEND support usually takes the form of a four-part cycle:

Assess

- Assessment information will be used to identify barriers to learning, thus enabling the identification of desired outcomes by putting into place appropriate support and interventions.
- The EYFS / Class / Specialist Teacher and SENCO will carry out a clear analysis of the pupil's needs using observations and assessment data. Parental concerns will also be considered.
- The SENCO may carry out additional in-house assessments.
- Assessments by external professionals may be recommended, at the parents' expense.
- Assessments should be reviewed regularly to monitor progress and to check the efficacy of interventions in place.
- Staff involved must monitor and record the pupil's progress using school assessment procedures.

Plan

- The SENCO, in consultation with other staff, the parents and pupil, will agree on the adjustments, interventions and support to be put in place.
- The EYFS / Class / Specialist Teacher in consultation with the SENCO may devise a Learning Profile, outlining details of their SEND and appropriate teaching strategies. These will be available to all staff.
- Parents may be required to pay for additional specialist support within the school because it is not part of the normal provision offered by the school. Alternatively, they may choose to have this provision out of school.

Do

- The EYFS / Class / Specialist Teacher remain responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme.
- Where the interventions involve group or one-one teaching they retain responsibility for the pupil.
- The SENCO should support the EYFS / Class/ Specialist Teacher in the further assessment of the pupil's strengths and weaknesses, problem solving and on the effective implementation of support.

Review

- The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed regularly.
- The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs.
- The class or subject teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.
- Parents will have information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.
- Where a pupil has an EHC plan, the LA must review that plan at a minimum of every twelve months.

Involving External Specialists

External Specialists may become involved:

- To advise on early identification of SEND and effective support and interventions.
- When a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need.
- The pupil's parents will be involved and consulted in any decision to involve specialists.
- Specialists' recommendations / advice will be recorded and shared with the parents and teaching staff supporting the child.
- Private consultations with external specialists will be at the parents' expense.

Requesting an EHC Needs Assessment

Should the pupil continue to cause significant concern, the Specialist / Class Teachers / EYFS Staff and SENCO in consultation with the parents and the Principal may recommend an Education, Health and Care Needs Assessment from the Local Authority.

- A request for an assessment will be made to the Local Authority.
- The School will provide evidence of differentiation and interventions, strategies and support provided whilst on the SEND Register.
- Interventions and support must remain in place during the assessment process.
- All those involved with the pupil must keep detailed records.
- If the LA decides to issue an EHCP, provision will be as defined in that document.
- Pupils with EHCP should continue to have identified targets.
- The decision to discontinue an EHCP can only be taken as a result of an Annual Review.
- The LA will notify the school when the Annual Review of the EHCP is due. The Principal calls the Annual Review and the SENCO will liaise with parents and the LA to choose a suitable date. The review will be held at the school and all agencies involved will be notified of the time / date.

Parents may choose to apply for an EHCPs via their own local authority. For those living in RBWM further details can be find here:

<https://rbwm.afcinfo.org.uk/pages/local-offer/information-and-advice/assessment-and-education-health-and-care-planning/needs-assessment-ehc-plans>

Exam Access Arrangements (Senior Phase)

Pupils with SEND may qualify for access arrangements for controlled assessments, module tests and public examinations (GCSE, AS/A2 Level). Arrangements must be made in accordance with the Joint Council for Qualifications (JCQ). Pupils requiring exam access arrangements need to follow the protocol for gathering evidence to facilitate this support.

Section 5: Criteria for Exiting the SEND Register

If a pupil makes significant progress and it is considered that they are working within national expectations or the attainment gap has narrowed sufficiently, they will, in consultation with all parties (staff and parents) be removed from the SEND Register. They may be put back on the Cause for Concern Register where they will continue to be monitored and may receive a differentiated curriculum.

Section 6: Supporting Pupils and Families

At The Marist School we believe in developing good partnerships with parents to help their children achieve their potential. Depending on the age and appropriateness, the views of SEND pupils will also be sought.

Availability of Information / Policies

Copies of our policies can be found on The Marist School website or on request from the school office.

RBWM local offer information can be accessed here

https://rbwm.afcinfo.org.uk/local_offer

Transitions

SEND Support includes planning and preparation for the transitions between phases of education. To support transitions, the school will share information with the next setting on request, and with parental agreement.

Admission Arrangements

The Governing Body operates a selective entry policy. Pupils are subject to an initial assessment or Entrance Test and they need to demonstrate they are academically capable of reaching a satisfactory standard in literacy and numeracy. Pupils identified with SEND are admitted to our school according to the same criteria as other pupils subject to consultation with parents, the SENCO, the Local Authority, Governors and Staff to ensure admission is compatible with:

- The provision of efficient education for the pupils with whom they will be educated.
- The efficient use of resources.
- The compatibility of their needs and the constraint of access within the building.

Please refer to the school's agreed Admission Policy.

Although we aim to make provision for identified Special Educational Needs and Disabilities, it may not always be possible to do so within the school's resources. In such cases the Principal and the pupil's parents would be informed.

Section 7: Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEND and an EHCP which brings together health and social care needs, as well as SEND provision and in these cases the SEND Code of Practice is followed.

Pupils with medical conditions such as asthma, epilepsy, or who need Epi pens are listed in the staff room and medical room with instructions. For further information, please see Medical Policy.

Section 8: Monitoring and Evaluation of SEND

SEND Provision is planned and monitored by the SENCO, who reports to the Principal, the Executive Team and the Governor responsible for SEND. Baseline and Tracking data is used to evaluate the efficacy of interventions and to monitor pupils.

Section 9: Training and Resources

Allocation of SEND Resources

Funding for SEND is provided via the school budget.

Staff Training

As part of the development of this policy, the school will seek opportunities for the further training of staff in SEND awareness.

Section 10: Roles and Responsibilities

Provision for children with SEND is a matter for the school as a whole. In addition to the governing body, the school's Principle, the SENCOs and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

SEND Code of Practice

The Role of the Governors

The Governing Body will:

- Appoint a designated governor to liaise with the SENCO.
- Set up appropriate staffing and funding arrangements to oversee the school's SEND work.
- Ensure all staff are aware of the need to provide for pupils with SEND.
- Do its best to ensure necessary provision is made for any pupil who has SEND.
- Ensure pupils with SEND join in school activities alongside other pupils as far as it is reasonably practical and compatible with their needs and the efficient education of others.
- Keep up to date about the SEND provision, including how funding, equipment and personnel resources are deployed.
- Ensure SEND provision is an integral part of the school development plan.
- Ensure the quality of SEND provision is continually monitored.
- Meet annually with the SENCO and report back to governors / parents.

The Role of the Principal

- Manage all aspects of the school's work including provision for pupils with SEND.
- Work closely with SEND personnel within the school.
- Ensure implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to the governors.
- Keep the governing body informed about SEND issues.
- Lead annual reviews for pupils with Statements of SEND or EHCPs.

The Role of the SENCO

- Manage and operate the SEND Policy.
- Carry out assessments and observations of pupils with SEND.
- Maintain the records of SEND pupils.
- Co-ordinate provision SEND pupils.
- Monitor, track and evaluate the progress of SEND pupils.
- Support staff to identify and provide adequately for pupils with SEND.
- Manage support staff where their work is related to children with SEND.
- Provide or co-ordinate staff INSET with regard to SEND.
- Liaise with external agencies eg educational psychologists, speech therapists.

- Liaise with parents of pupils with SEND. Ensure they are aware of support provided and are involved in supporting their child's learning.
- Enable the smooth transition of SEND pupils and relevant information between classes / schools.

The Role of Teachers

- Provide high quality education for all pupils including those with SEND.
- Be fully aware of the school's SEND Policy and procedures for identifying, monitoring and making provision for SEND pupils.
- Include pupils with SEND in the classroom and provide an appropriately differentiated curriculum.
- Draw on the SENCO for advice on strategies to support inclusion.
- Monitor progress, assess and track pupils on the Cause for Concern / SEND Registers.
- Liaise with the previous or future teacher / SENCO to ensure smooth transitions between classes / schools and use information from previous educational experience to provide starting points for the development of an appropriate curriculum for the pupil.
- Liaise with parents regularly and keep records of main points / follow up actions discussed.
- Ensure all records are kept up to date and copies are passed on to the SENCO.

The Role of Parents

- Work in partnership with the school for the pupil's benefit and fulfil their obligations under home-school agreements which set out expectations on both sides.
- Attend meetings as requested.
- Provide parental knowledge and expertise in relation to their child and alert the school to any concerns they have about their pupil's learning or provision.

Section 11: Storing and Managing Information

The SENCO will store and maintain SEND records in line with school policies. SEND meetings will be minuted. See GDPR & Data Protection Policy.

Section 12: Monitoring and Review of SEND Policy

This policy will be subject to continuous monitoring, refinement and audit by the Principal, Governors and SENCO. Staff / parental input is also welcomed.

Section 13: Accessibility:

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on schools to plan to increase accessibility for disabled pupils and to implement their plans. Copies of our Accessibility Plan are available on request.

Section 14: Complaints Procedure

Complaints about SEND provision will normally be directed in the first instance to the Class / Form Teacher / EYFS Staff, who should refer them to the SENCO. The SENCO will inform the Principal. If a parent is still not satisfied, then they should follow the School's Complaints Policy and Procedure which is outlined on the website or details of which are available from the School Office.

Section: 15: Anti-Bullying Measures

The school promotes positive attitudes to SEND via PSHCE and assemblies. Please refer to the Anti-Bullying Policy for further details.

Signed: 

Dr M Stephen
Chair of Governors

Mrs Jo Smith
Principal



