Learning, growing, achieving-TOGETHER

St Meryl School

Special Educational Needs and Disability (SEND) Policy

SECTION 1 - THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY CO-ORDINATOR:

At St Meryl School, the SENCo is Mrs Eloise Swain. She has achieved the National Award for SEN Co-ordination.

She can be contacted on the school telephone number: 0208 428 1695.
Her email address is: senco@stmeryl.herts.sch.uk

The SENCO has an important role to play with the Headteacher and Governing Body in determining the strategic development of SEND policy and provision in the school. She works closely with the Senior Leadership Team and is currently a member of the Governing Body.

Philosophy

- The school works to ensure that every child admitted will receive the best possible education to make adequate progress and experience success.
- All pupils will be given the opportunity to learn and make progress. • We believe that recognising the importance of equal opportunities will facilitate learning, taking into account our inclusion policy.
- We will have high expectations of all pupils in every area of the curriculum and encourage positive behaviour, work and attitudes.

This policy was developed by the Headteacher and the SENCo using guidance from NASEN and referring to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) as well as Part 3 of the Children and Families Act 2014, the Equality Act 2010 and the Special Educational needs and Disability Regulations 2014. It was first ratified by the Governing Body of St Meryl School on 11th November 2014.

This policy should be read in conjunction with the following polices and documents:

- Inclusion Policy
- Behaviour for Learning Policy
- Accessibility Plan
- Equalities Plan

SECTION 2 – OUR AIM FOR SEND:

Our aim is to raise the aspirations of and expectations for all pupils with SEND, ensuring that the focus is on the outcomes for the pupils in our care and the quality of provision; not just on the numbers of hours of provision/support. This is in line with our whole school ethos where we strive to provide a safe and stimulating learning environment which challenges all learners, promotes outstanding achievement and instils a thirst for and love of life-long learning in all members of our school family.

We believe that all children should have access to a broad and balanced curriculum which is relevant to them and which will enable them to reach their full potential. Children with SEND should be integrated into the class and we will endeavour to provide support in accordance with their individual needs.

Objectives

This policy document reflects our basic policy and specific aims. By adhering to and implementing it, we hope that children's needs will be met appropriately within the school. In order to best provide for the children we have adopted the graduated approach for children with SEND as outlined in the Code of Practice (2015).

- We aim to plan differentiated learning activities via choice of challenge, which will meet the needs of all individuals enabling them to make progress and for all to experience success and to develop a feeling of self-worth.
- We aim to establish procedures, which will facilitate a smooth transition for children with SEND from one year group to the next and from one school to another, e.g. at secondary transfer.
- We aim to work within the guidance provided in the SEN Code of Practice (2015).
- We aim to provide support, advice and quality continuous professional development for all staff working with pupils with SEND, sharing expertise and learning from one another.
- We aim to operate a 'whole pupil, whole school' approach to the management and provision of support for SEND.

SECTION 3 – IDENTIFYING SPECIAL EDUCATIONAL NEEDS:

The SEN Code of Practice (2015) details four broad categories of need; communication and interaction; cognition and learning; social, emotional and mental health difficulties and sensory and/or physical needs.

Our definition of SEND reflects that described in the Code of Practice 2015 - 'a pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or

- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream Post-16 institutions.

We have a clear approach to identifying and responding to SEND and all members of the school staff work closely alongside the SENCo when discussing the needs of children.

We understand the benefits of early identification and strive to identify the need at the earliest point, thereby making effective provision which ultimately improves the long-term outcomes for the child.

We also consider what is not SEND but may still impact upon progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Funding
- Being a Looked After Child
- Being a child of a Serviceman/woman

At St Meryl, we recognise that children may display behavioural needs yet this may not necessarily be SEND. In these instances we work to thoroughly investigate and address the underlying cause of this behaviour.

SECTION 4 – IDENTIFICATION – A GRADUATED APPROACH TO SEND SUPPORT:

Before we enter a pupil onto the SEND register, we consider the following criteria:

- What work has to been done before and by whom? We provide quality first teaching at our school and the expectation is that all teachers will provide for all pupils in their care. In accordance with the Code of Practice (2015) we only identify children as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND
- Additional intervention and support cannot compensate for a lack of good quality teaching
- Our school regularly and carefully reviews the quality of teaching and provision for all pupils, including those at risk of underachievement, as part of our robust Self Evaluation Schedule. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

- When deciding whether to make special educational provision, the teacher and SENCo consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. The views of the parents and pupil are also listened to.
- For higher levels of need, we draw on more specialised assessments from external agencies and professionals.
- In accordance with the SEND Code of Practice (2015), we use the graduated approach to placing a pupil on the register. We rigorously follow the ASSESS – PLAN - DO – REVIEW cycle.
- Parents, families, children and young people are involved in all steps of this process. We work in partnership.

SECTION 5 – MANAGING PUPILS' NEEDS:

St Meryl follows a Graduated Approach to SEND Provision in line with the SEN Code of Practice (2015) (Assess, Plan, Do, Review). The school's 'Core Offer and SEND Information Report' details the range of provision offered by the school. This is available from our school office or via our website.

Wave 1

- Teachers regularly observe and assess the progress of all children and ensure that differentiated planning and use of choice of challenge offers a range of tasks that meet the needs of all the children. Where expected progress is not made or specific barriers to learning are identified the class teacher will discuss additional strategies with the SENCo and/or the Headteacher at our Pupil Progress Review Meetings.
- At St Meryl we have a whole school provision map which is updated after Pupil Progress Reviews have taken place. In addition, each class has its own provision map so that any adult working in that class knows exactly what the needs of that particular cohort are.
- Once identified, children's needs will be addressed through planned strategies put in place by the class teacher. These may be supported and delivered by the Teaching Assistant(s) allocated to each class.
- Concerns are raised and discussed with parents in order for us to work together as effectively as we can.

Wave 2

- If Wave 1 strategies either identify additional barriers to learning or if after the assessment and review phase progress has not been rapid enough to meet the

identified targets children may be offered interventions that are additional to the school's usual differentiated curriculum.

- This will be discussed at Pupil Progress Review Meetings with the SENCo and/or Head who will support the class teacher to plan appropriate interventions.
- These may include small group support which can be delivered as part of the extended provision for the class, or they may be delivered by specialist TAs, Learning Support Assistants (LSAs) or our Learning Mentor (LM) outside the classroom
- These interventions are regularly reviewed against the agreed targets for progress by all adults involved and shared with parents

Wave 3

- If the needs of the child are too significant or are not addressed by interventions at Wave 1 or Wave 2 there may be a need to make further assessments and plan for 1:1 interventions that can more specifically address the learning needs of the child.
- At this point the child would be named on the school's SEND register • A Personalised Learning Plan (PLP) will be written in conjunction with teacher, SENCo, parents and the pupil outlining both long and short-term objectives and provision to meet those targets
- 1:1 interventions are carefully planned by the class teacher
- These interventions are reviewed by the class teacher and the SENCo and/or Head with input from all relevant adults. Additional focus is given to children applying skills taught in 1:1 sessions in their learning in class.
- At this stage, as in all stages, we work in partnership and agreement with parents in order to ensure the best possible outcomes for the pupil.
- If this graduated support and planned interventions do not allow the child to make sufficient progress to be included in the differentiation and planning made for the remainder of their class the school may work with and support parents in seeking support and advice from external specialists. These specialists would inform another cycle of assess, plan, do and review.

Education, Health and Care Plan

Where the special educational provision required cannot reasonably be provided from within the resources normally available to mainstream providers, the school, working in partnership with parents, may apply for an Education, Health and Care Plan (EHCP).

Funding

The school is expected to meet the needs of the majority of children with special educational needs from its delegated budget. In particularly exceptional circumstances the school will apply for High Needs Funding (HNF). This application is made as either part of the EHCP process or as part of the localised process. In the case of an EHCP application, funding may be

awarded using a banded system. This is discussed and then decided by an external Panel once the EHCP paperwork has been submitted to the County SEND Team.

SECTION 6 - CRITERIA FOR EXITING THE SEND REGISTER/RECORD:

Following ongoing and rigorous examination of data, evaluation of provision and in-depth conversations involving the SENCo, teacher, pupil and parent, a child may be taken off the SEND register. If such a judgement is made, the decision will be made in conjunction with the parent(s). Removal from the register does not mean that the child will no longer receive any support. The child and their progress will continue to be carefully monitored as part of our commitment to high quality first teaching. If further concerns are raised, the Graduated Approach to SEND Provision is applied in the form of Assess, Plan, Do, Review (see Section 5 – Managing Pupils' Needs for further information).

SECTION 7 – SUPPORTING PUPILS AND FAMILIES:

In accordance with Regulation 53, Part 4 of the Code of Practice (2015), Hertfordshire have a Local Authority Offer for SEND. Parents may view this via the Herts Direct website. At St Meryl School, we have our own Core Offer/SEND Information Report which includes a range of strategies and interventions that we may use to support children with SEND. This is accessible for parents via our website.

We work closely with a range of external agencies to help and support families and young children including, educational psychologists, outreach support, speech and language therapists, autism advisory team, etc.

Details of our admission arrangements are available via our website.

We employ a variety of access arrangements for children when sitting statutory tests including the provision of a reader, enlarged texts and extra time. This is the responsibility of the SENCo and the Headteacher.

We have good transition systems in place and the SENCo arranges a transition meeting between parents and the new teacher before the child moves to a new class when appropriate. The SENCo also meets with secondary teachers prior to transition to Key Stage 3, to share information and strategies. Where possible, the SENCo will also meet with children with SEND and their families who are new to the school, particularly those in the EYFS.

SECTION 8 – 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. Our policy for supporting pupils with medical needs is available on the website or from the school office. 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 special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Where a child's medical need is significant enough to impact upon their ability to physically attend school, a referral to Education Support for Medical Absence (ESMA) may be made. This referral will be made in consultation with the parents of the child. ESMA will then make the decision as to what type of support they can offer the child.

SECTION 9 – MONITORING AND EVALUATION OF SEND:

We regularly and carefully monitor and evaluate the quality of provision we offer all pupils. This is recorded on both our whole school and class provision maps. We carry out audits, seek parental and pupil views, rigorously track progress data and have a named governor for SEND who regularly meets with the SENCo to discuss the quality of provision.

These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

SECTION 10: TRAINING AND RESOURCES:

The training needs of staff are identified and planned as part of our ongoing system of appraisal. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

The impact of this training is evaluated and good practice is shared amongst all members of staff.
All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCo regularly attend both the LA's and the DSPL's SENCo network meetings in order to keep up to date with local and national updates in SEND.
Local links are well developed and SENCos share expertise and good

practice.

SECTION 11 - ROLES AND RESPONSIBILITIES:

Our SENCo is on the Governing Body of the school and works very closely with the Senior

Leadership Team.

The SENCo is the line manager for our Learning Support Assistants (LSAs) who work directly alongside pupils with SEND on a daily basis.

The Headteacher and Deputy Head are the Designated Teachers with Specific Safeguarding Responsibility. The Head is also responsible for managing PPG/LAC funding.

The Headteacher/SENCo is responsible for managing the school's responsibility for meeting the medical needs of pupils.

SECTION 12 - REVIEWING THE POLICY:

This policy is reviewed on an annual basis.

SECTION 13 - ACCESSIBILITY:

Statutory Responsibilities

The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

The school has an accessibility plan and this is available from the school or via the website. This plan includes plans to make the building more accessible for pupils and families with disabilities and we have achieved success with this.

We increase and promote access for disabled pupils to the school curriculum. This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. We do this by providing 1:1 and/or small group support when necessary, managing risks through careful assessment and ensuring that all activities are inclusive. Where there is a barrier, we work to remove it.

The building has been adapted to suit the needs of children and families with disabilities and this is ongoing.
We ensure that parents and pupils are able to access written information by the use of handouts, timetables, textbooks and information about school events when necessary.

Parents and carers are able to contact the Headteacher and SENCo by telephone or email or in person. We have an open-door policy at St Meryl. Class teachers are happy to speak to parents before or after school if they can. If this is not possible, they will arrange a time when they can do so.
It may be that meetings are held virtually using video calling software if in-person meetings are not possible.

SECTION 14 - COMPLAINTS:

In the first instance parents with complaints should discuss these with the class teacher and/or the SENCo. The school does have a complaints policy which is available on-line via the website. A full description of our complaints procedures is available from the school.

SECTION 15 - BULLYING:

We have an anti-bullying policy which is regularly updated. We teach children to recognise and appropriately respond to bullying and to seek help if they need to. Our Core Values are embedded in everything that we do and children learn how to show respect for themselves and for others.

Where there are incidences of bullying, we act swiftly and effectively.
The anti-bullying policy is available on our school website.

Safeguarding is embedded at St Meryl School.
We use Building Learning Powers which teaches children how to build resilience and take responsibility for themselves. We are also an Attachment Aware school. This helps staff to look for and understand root causes of behaviour and to then take steps to better support the child.

First created: 2014

Reviewed and re-ratified by the Governing Body of St Meryl School: September 2025