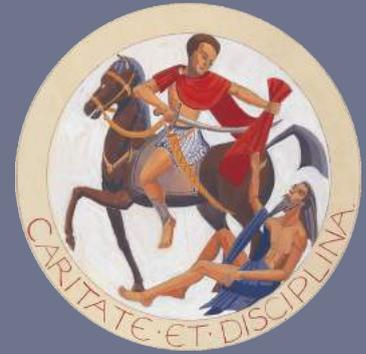


St Martin-in-the-Fields High School for Girls

A Church of England Academy

Service Compassion Justice Perseverance



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

APPROVED: November: 2017

DATE TO BE REVIEWED: November 2018

ST MARTIN-IN-THE-FIELDS HIGH SCHOOL FOR GIRLS

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY IN LINE WITH SEND CODE OF PRACTICE 2014

Approved: November 2017

Reviewed: November 2018

Christ is at the centre of our Church of England school community where we live, love and learn together within an inclusive and equalities framework, and where students of all faiths and none are welcomed into our Anglican Christian community. In all that we do, we seek to show God's care for our students. We value, respect and celebrate all faiths and cultures because we are inspired by a welcoming, inclusive and loving God, seen in Jesus Christ and lived out through the Holy Spirit alive in every person.

Our vision is to create a safe, caring, happy and inclusive community underpinned by our Christian values of service, compassion, justice and perseverance and our motto CARITATE ET DISCIPLINA - WITH LOVE AND LEARNING which come from the story of St Martin of Tours. Central to this is our school bible verse from the book of Corinthians.

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails. 1 Corinthians 13:4-8

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

This Policy includes the processes identified to respond to students with SEND and also meets the statutory reporting regulations of the SEND Information Report. It complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under:

- articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0 – 25 (June 2014)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

At St. Martin's, we will have due regard to the Special Needs Code of Practice when carrying out our duties towards all students with special educational needs and ensure that parents are notified when SEND provision is being made for their child. This policy should be read in conjunction with the SEND Information Report for Students with SEND.

- The person responsible for co-ordinating the provision of education for students with SEND at St Martin's is: Ida Tercsi-Dajka
- The person with overall responsibility for SEND is: Suzanne Poole, Deputy Headteacher.
- The designated Governor, Mrs Josephine Carlsson, is responsible for taking a particular interest in the school's provision for students with special educational needs and disability, and for reporting on this regularly to the Governing Body.

SECTION 1: STATEMENT OF PRINCIPLE

At St. Martin's we believe that each student is of equal value and has God-given individual gifts and talents. As a fully inclusive Christian school, we are wholly committed to providing equal opportunities for all. We aim to develop students' full potential, regardless of academic or physical challenges. We are committed to overcoming barriers to learning and meeting any special educational need within the classroom so that all students can contribute towards, share and celebrate similar experiences. There is a whole school basis to Special Educational Needs and a coherent, consistent response to any difficulties.

SECTION 2: OBJECTIVES

The objectives of our SEND policy and practice in this school are:

- To provide all students with an equal opportunity to develop their full potential, by ensuring that they have a full access to a broad and balanced curriculum. To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement. See section 4 in the National Curriculum Document.
<https://www.gov.uk/government/collections/national-curriculum>
- To cater for any special educational needs within the normal classroom situation as fully as possible, ensuring that inclusion is at the heart of all that we do.
- To approach the special needs of each individual on a whole school basis ensuring that policy and practice are consistent and coherent.
- To make special provision where this is necessary, using a range of strategies designed to enable each individual to overcome her particular difficulties.
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that students with SEND engage in the activities of the school alongside students who do not have SEND.
 - To request, monitor and respond to parent/carers' and students' views in order to evidence high levels of confidence and partnership.
 - To ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development.
 - To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of students.
 - To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

SECTION 3: WHAT ARE SPECIAL EDUCATIONAL NEEDS (SEN) OR A DISABILITY?

St Martin's recognises the 4 broad areas of special educational needs as follows:

- 1) Communication and interaction
- 2) Cognition and learning
- 3) Social, mental and emotional health
- 4) Sensory and/or physical

There is a 5th criteria for those with EHC plans:

- 5) Independence and community involvement

At St Martin's we use the definition for SEN and for disability from the SEND Code of Practice (2014).

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

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

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority.
- Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

At St. Martin's we see the diversity of our student cohort as a strength. A range of heritage languages are spoken and celebrated at the school. It is the remit of the EAL Department to ensure that students who need language intervention receive it. SEN should never be confused with EAL.

SECTION 4: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

In order to achieve our objectives we aim to ensure:

- The early identification of special needs
- A swift and relevant intervention involvement of the student concerned, her parent/ carer(s), and all relevant teachers and specialists in the arrangements for meeting her needs
- Regular monitoring of progress and review of needs to ensure that provision continues to match requirement

- Regular training and up-dating of staff to ensure full awareness of special needs.

Identification of special educational needs (SEN)

We recognise the importance of early identification and aim to identify students' special needs as early as possible. The skills and levels of attainment of all students are assessed on entry, building on information from their previous setting. The purpose of identification is to work out what action the Academy needs to take. As part of this process the needs of the whole child are considered, not just the special educational needs of the child/young person.

The school also recognises that other factors may influence a child's progress and attainment, but do not necessarily mean that the child has a special educational need.

This might be:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress
- Attendance
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium grant
- Being a looked after child
- Being a child of Service personnel

A rigorous system of progress monitoring across the school takes place on a termly basis. This identifies students who are not making expected levels of progress and may include progress in areas other than attainment, such as social skills.

Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need but should be seen as a form of communication that needs to be thought about and addressed.

We advise that if parents have concerns relating to their child's learning then please initially discuss these with their child's Tutor or Progress Leader. This then may result in a referral to the school SENCO. Parents may also contact the SENCO or the Headteacher directly if they feel this is more appropriate.

Section 5: SEND Support

Class/subject teachers are responsible and accountable for the progress and development of all the students in their class.

Quality First Teaching, differentiated for individual students, is the first step in meeting the needs of any student who has or may have special educational needs.

Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in the school and increase their access to the taught curriculum.

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

- classroom observation by the senior leadership team, the SENCO and external verifiers,
- ongoing assessment of progress made by students with SEND,
- work sampling and scrutiny of planning to ensure effective matching of work to student need,
- teacher meetings with the SENCO to provide advice and guidance on meeting the needs of students with SEND,
- student and parent feedback on the quality and effectiveness of interventions provided,
- attendance and behaviour records.

All students have individual targets set in line with national outcomes to ensure ambition. Students' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These students are then discussed in termly progress meetings that are undertaken between the class/subject teacher and their head of department, and in will liaise with the SENCO.

Additional action to increase the rate of progress will then be identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the student.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainment.

Action relating to SEND support/interventions follow an Assess, Plan, Do and Review model:

Whole school provision planning takes place, with responsibility shared between teachers, the SENCO and SLT.

1. **Assess:** Data on the student held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the student's needs.

The literacy skills of all students are assessed on entry. Some students are identified for further detailed formative assessments. Any student identified with a special/additional educational need will be included on the School Support register. This will include students for whom no further screening or specialist assessment is needed but they are underperforming against target grades and need extra input due to avoid failing to make any progress with learning.

The school is making its best endeavours to invite parents to discussions to support the identification of action to improve outcomes. The school will contact the parents either via phone and/or sending a letter out and a meeting will be arranged for parents wishing to have these conversations.

2. **Plan:** Teachers plan using information about student's prior attainment, differentiating tasks to ensure progress for every student in the class.

When a student has been identified as having special/additional educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the SENCO and/or external specialists. These are included on a strategy sheet. Some students may require specific literacy, language and/or social/emotional interventions. These are delivered by suitably trained members of staff.

Strategy sheets are available to all staff teaching any student on the staff common area of the network.

In addition, if it is considered appropriate, students may be provided with specialised equipment or resources such as ICT and/or additional adult help.

- 3. Do:** School support will be recorded and all students have a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the student will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded. Student progress against targets is monitored at least termly.

Action to support students could take the form of in-class interventions and/or withdrawal interventions.

Students receiving additional school support and monitoring are included on the SEND Support register. There is now a single category of support, SEND Support.

This support can take the form of teacher planning/intervention, additional in-class support, Access Arrangements, mentoring or an intervention group to address a particular area of need. All support interventions are time limited.

- 4. Review:** Progress towards attainment outcomes are tracked and reviewed half-termly. If students fail to make expected progress the decision may be made to undertake further informal/formal assessment of student learning.

SEND achievements are monitored in relation to their peers but also in relation to other SEND students nationally. Any gaps in achievement either in the school or in comparison to national norms should be closing.

The effectiveness of SEND support/ interventions are monitored on a half yearly basis by the SENCO and the Inclusion team. When expected progress is made, gaps have closed and students are achieving in line with their ability, a decision is made as to whether they continue to be identified as having special educational needs and remain on the SEND Register.

If progress rates are still judged to be inadequate despite the delivery of high quality targeted interventions, advice will always be sought from external agencies regarding

strategies to best meet the specific needs of a student. This will only be undertaken after consultation with the parent and may include referral to:

- Speech and Language Therapy Services
- Community Children's Services
- Educational Psychology Service
- Autism Advisory Service
- Hearing Impairment team
- Visual Impairment team
- Child & Adolescent Mental Health Service
- Alternative Provision
- Educational Welfare Officer
- Social Services
- Youth Services
- School Nursing Team

Any such referral may be via a multi-agency meeting (including parent/carer) to discuss a student's needs. Where this is not necessary, a referral to an outside agency will always seek to gain agreement from the parent/carer prior to submission. The needs of the majority of students will be met from within the school's own resources. The school receives funding to respond to the needs of students with SEND from a number of sources that includes:

- A proportion of the funds allocated per student to the school to provide for their education called the Age Weighted Student Unit.
- The Notional SEN budget. This is a fund devolved to Academies to support them to meet the needs of students with SEND.
- The Student Premium funding provides additional funding for students who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.

Some students will have a higher level of need. Additional funding to support these students is available from the Local Authority High Needs Block. To receive additional funding, the school will provide to the Local Authority a costed provision map demonstrating how advice and recommendations from external agencies have been implemented, the outcomes of support and indicating how additional funding will be used to support the student in achieving desired outcomes. Thresholds for funding are related to need and can be found in the Banded Funding Guide.

Where students require support from a range of agencies in addition to education, or require education in a specialist setting, an Education, Health and Care Plan will be considered by the Local Authority.

What support will there be for children overall well-being?

The school offers a wide variety of pastoral support for students. These include:

- A well-being curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being in key stages 3 and 4, including drop down days on specific topics. Key stage 5 have a programme that is delivered through tutor time.
- Student and Parent voice mechanisms are in place and are monitored for effectiveness

- Small group interventions and 1:1 mentoring support delivered by Learning Mentor and/or Learning Support Teacher. This aims to improve interaction skills, emotional resilience and well-being.

How will students with SEND be included in activities outside the classroom including school trips?

- The school provides a range of extra-curricular activities, details of which can be found on the school website. All students, including those with SEND are encouraged to attend.
- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

SECTION 6: WORKING WITH STUDENTS AND FAMILIES

Admissions

St Martin-in-the-Fields is a school for girls at 11-16 with a co-educational Sixth Form, and has an open enrolment policy. The school does not have wheelchair access.

The school ensures that students with SEND are admitted on an equal basis with others in accordance with its Admissions Policy.

For children and young people with an EHC Plan parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHC Plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and we will then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special Academy/School if they consider that their child's needs can be better met in specialist provision.

How will parents know how their child is doing?

Attainments towards the identified outcomes will be shared with parents through feedback and also through the school reporting system and Progress Evenings.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCO, the Progress Leader at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office on 020 8674 5594 who will arrange this appointment for you.

How is the decision made about how much support each child will receive?

For students with SEND but without a statement of educational need/EHCP, the decision regarding the support provided will be taken in consultation with parents.

For students with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

Support services for parents of students with SEN:

Lambeth Information and

<https://www.lambeth.gov.uk/schools-and-education/special-educational-needs>

The Lambeth Offer for children and young people with Special Educational Needs and Disabilities (SEND) can be found on their website <https://www.lambeth.gov.uk/send-local-offer>. You will find information about the Lambeth Local Offer and other support that the Local Authority provides.

Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here

<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

KIDS London SEN Mediation Service is an independent disagreement resolution service that provides mediation meetings for parents of children with Special Educational Needs and their local education authority or the child's school when there is some kind of disagreement surrounding how best to meet those needs. Mediation is an informal, voluntary process where parties in disagreement meet together with an independent mediator. Telephone: 0207 359 3635 www.kids.org.uk

Transition Arrangements

How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable successful transition. These include:

On entry:

- A planned introduction day is delivered in the Summer term to support transfer for students starting Academy in September.
- Parent/carers are invited to a meeting at the Academy and are provided with a range of information to support them in enabling their child to settle into the Academy routine
- The SENCO meets with new parents of students who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry
- If students are transferring from another setting, the previous Academy records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next Stage, preparation for adulthood and independent living

After school:

From September 2016 to March 2018 will be part of the Lambeth Careers Cluster Project funded by the Education Learning Skills Division. We will be one of eight secondary schools in Lambeth involved in this project. Projects involving key employers and LSBU in curriculum related activities, work experience and internship opportunities, staff CPD, parental awareness sessions and a school personalised employer endorsed individual career strategy in line with DfE Statutory guidance. This will be added to our existing package of careers support.

Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages.

<https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx> or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.

<http://www.younglambeth.org/local-offer/landing-pages/initial-paragraph-on-lambeth-college-element-of-lambeth-local-offer.html>

SECTION 7: SUPPORTING STUDENTS AT THE SCHOOL WITH MEDICAL NEEDS

- Students with medical needs may be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the student themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within supporting students at school with medical conditions (DfE) 2014.
- A confidential file is available for staff so that they are aware of students with medical needs. Copies of this medical register to be kept in the staff room, the school office, in 6th Form, and in the office of the school caterers.

SECTION 8: MONITORING AND EVALUATION OF SEND PROVISION

Monitoring and Evaluation of SEND provision is integral to the Assess, Plan, Do and Review Model. It forms an essential part of whole school monitoring, evaluation and review. This includes progress reviews, observations of teaching and learning, learning walks, work scrutiny and sampling of parent, student voice. The SEND Governor makes regular visits and completes an annual audit with feedback to the governing body.

SECTION 9: TRAINING

School staff will have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training provided to all staff may include:

- How to support students with speech, language and communication needs
- How to support students on the autistic spectrum
- How to support students with SpLD, including those with dyslexic or dyspraxic needs
- How to support students with social and emotional needs

- How to support students with sensory needs

The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning.

All teaching and support staff undertake induction training when taking up their post. This includes 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 students.

Enhanced training is provided where students present with rarer difficulties. Training and support is available from specialist teachers or therapists. Specialist training is provided by the Local Authority and other specialist groups.

The Governor with specific responsibility for SEN has completed the SEN Governor training.

The SENCO attends Diocese SENCO meetings and Local Authority SENCO meetings in order to keep up to date with local and national updates in SEND, to share good practice and discuss current issues.

The designated staff member with specific Safeguarding Responsibility is Suzanne Poole who is the DSL. The Deputy Designated Safeguarding lead (DDSL) and the person with responsibility for CLA is Denise Baird

The member of staff with responsibility for Pupil Premium / CLA funding is Mrs Stanislaus

The member of staff responsible for updating and keeping all Medical issue record is Ida Tercsi-Dajka

SECTION 10: STORING AND MANAGING INFORMATION

Please refer to whole school Data Protection Policy

SECTION 11: ACCESSIBILITY

Our Accessibility Plan (statutory requirement) describes the actions the school plans to take to increase access to the environment, the curriculum and to printed information. This is available on the school web-site. Please also contact the school office if you would like a paper copy of our Accessibility Plan.

Associated Policies

- SEND Report
- Safeguarding Policy
- Medicines in School