



St Martin's School

SEND POLICY

At St. Martin's School, we offer an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

1. Policy statement

The school strives to encourage, facilitate and support the individual growth and development of each pupil. We recognise that, beyond this, there will be pupils who have additional or different needs. In meeting these needs, a graduated response seeks to match provision and intervention to increasing or diminishing levels of need.

2. Definitions

SEN

'Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'

Disability

The Children Act, 1989, defines a child as disabled if they are 'blind, deaf or dumb or suffer from a mental disorder of any kind or are substantially and permanently handicapped by illness, injury or congenital deformity or such other disability which may be prescribed' (section 17 (11K)). The Disability Discrimination Act 1995, defines a person (including a child) with a disability as someone who 'has a physical or mental impairment which has a substantial and long-term effect on his ability to carry out normal day to day activities' (section 1(1)).

At St. Martin's School we are able to provide a good quality education for a child with mild disabilities.

3. Responsibility

The responsibility for SEN lies with the Headteacher (Education Act 1993) but under delegated authority the 'responsible person' is the special educational needs and disability coordinator (SENDCO), who will coordinate arrangements for identification, assessment and provision.

The named SENDCO (SEND coordinator) for the school is the Deputy Headteacher, who is responsible for making provision for pupils with special educational needs.

4. SENDCO role

The SENDCO coordinates the school's strategies for achieving its policy aims through managing the arrangements for identification, assessment and provision.

5. Identification and assessment of special educational needs

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice 2002.

Identification is as early as possible and is achieved through:

- information from previous schools
- information supplied by the parents to the school
- results of assessment tools, as communicated by the teacher responsible for assessment
- referrals at any time during a pupil's career by teachers or parents (e.g. when a teacher notices emotional/behavioural changes)
- pupils presenting to the class teacher, SENDCO or other member of staff with particular problems (this is particularly the case with emotional needs).

There is no need for pupils to be identified as having special educational needs unless the school is taking additional or different action.

6. Assessment

The assessment procedure is as follows:

1 SENDCO to collect all available information and relevant information about a pupil who is flagged to them. This includes contact with parents, teaching staff, and the pupil him/herself.

2 Where it is judged that there is possibly an additional or different need, then either:

- in liaison with parents and the pupil's class teacher, a pupil is identified as being flagged within school and relevant provision/adjustments will be made.

or:

- with parental consent, a child will be added to the 'SEN Tracked' register. In school provision/adjustments will be made. Advice and guidance of outside experts (e.g. an educational psychologist, dyslexia specialist, etc) may be sought. As a result of this a decision may be made to make a referral.

7. Provision

This is detailed on the tracking form, which may include:

- long, medium and short term targets
- strategies to be used within and beyond the classroom to enable the pupil to achieve the targets
- provision of extra help (e.g. from teaching assistants) or materials/equipment, such help being within a general ethos of inclusion
- curriculum modification as appropriate
- non-confidential medical aspects (e.g. prescribed drugs for ADHD)
- monitoring and observations

Tracking forms are reviewed termly, but may be reviewed more or less frequently as appropriate. At such reviews, a pupil may move up through the SEN categories or may be removed from the SEN tracked children register altogether - when the intervention has been entirely successful.

Provisions/adjustments are to be implemented by teaching staff to plan appropriately for pupils with specified individual needs.

Key aspects are:

- it is the responsibility of all staff and is not left to the SENDCO
- it is graduated according to pupil need and part of a cycle of target-setting, action and review
- decisions are made in partnership with the parties concerned, including the pupil and their parents

When pupils move to another school, their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

8. Sick pupils

The school follows the procedures and practices outlined in Access to Education (statutory guidance, November 2002 and related Summary, April 2002). The Headteacher is the named person/contact, who will endeavour to ensure that pupils absent through sickness receive an education of a similar quality to that available in school, including a broad and balanced curriculum.

Accordingly:

- the school monitors pupil attendance through scrutiny of attendance registers
- where a pupil is absent through (or will be absent due to) mental or physical sickness for sixteen days or more, the Headteacher is informed and liaises with parents to provide home teaching
- the Headteacher seeks to facilitate liaison with peers where appropriate
- where a pupil has recurrent hospital stays on a known basis, the Headteacher ensures that work packs are prepared in advance, in accordance with the pupil's capabilities
- for pupils approaching examinations the Headteacher ensures that special arrangements, where appropriate, are put in place.

The above procedures are carried out in full 'working together' partnership with the pupil and their parents; where return to school is planned, the Headteacher contributes to the reintegration.

Reviewed September 2021