



Stella Maris School

SEN Policy

Updated: September 2019

REVIEW DUE: September 2020

Stella Maris School is committed to Safeguarding and promoting the welfare and well-being of all members of the school. All school staff and volunteers who work in the school are expected to share this commitment and vision.

This Policy was written in consultation with the Trustees, Headteacher and the staff of Stella Maris School with due regard to our mission statement.

“At Stella Maris we endeavour to put the children at the centre of everything we do. Our mission is to educate, nurture and instil traditional values and cherish our children. We inspire them to achieve their best in every aspect of their lives.”

Aims

Our SEN Policy and Information Report aims to:

- Set out how Stella Maris School will support and make provision for pupils with Special Educational Needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Our vision is to provide high quality education for all children, regardless of any disabilities or learning needs which they may present with. Our SENCO works with class teachers and parents to deliver the SEN provision and personal objectives which each child will need. Any children with an EHC plan will have all terms and recommendations met within their Programme of Study.

Legislation and Guidance

This Policy and Information Report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN Information Report

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

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

Roles and Responsibilities

The SENCO

The SENCO is Mr Ken Brown, (Senior Teacher), who is also our Year 4 teacher and his duties are:

- Work with the Headteacher and Board of Trustees to determine the strategic development of the SEN Policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN Policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching

- Advise on the graduated approach to providing SEN support
- Ensure there are adequate resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education together with the Headteacher to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and Board of Trustees to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The Trustee in Charge of SEN

The SEN Trustee is Mrs Sophia Fleming (Chair of Trustees) and she will:

- Help to raise awareness of SEN issues at Trustee Board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Board of Trustees on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN Policy and provision in the school

The Headteacher

The Headteacher will:

- Work with the SENCO and SEN Trustee to determine the strategic development of the SEN Policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN Policy

SEN Information Report

The kinds of SEN that are provided for at Stella Maris School

Due to the size of our school and the one-to-one support all pupils access in their small classes children with learning difficulties or an educational disability are serviced well within their own class, but also access intervention in groups or on a one-to-one basis with specialist help outside of the class setting if there is a need.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction linked to language difficulties
- Social/emotional and medical needs
- Sensory and/or moderate physical needs
- Moderate learning difficulties

Identifying pupils with SEN and assessing their needs

Any children with needs are identified at the point at which they join the school. We access reports from former schools and from parents about the special needs which a child may have and then we assess if we have the capacity and staffing to meet that need. As we are a private school and have a very small staff we have to be certain that we can give value for money and have the necessary expertise within the area of a specific disability or learning need before a child is accepted into the school.

Children who present with learning needs as they progress through the school are brought to the attention of the SENCO and Headteacher and a plan of action is put into operation. This will involve the parents at every level, whether it is a serious need or if it is just some additional temporary intervention which is required.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is required.

Consulting and involving pupils and parents

We will have an early discussion with the parents of the child when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between schools

We will share information with the senior school the pupil is moving to or other setting/school if it is earlier than the secondary stage. We will agree with parents and pupils which information will be shared as part of this transition.

Children are prepared as part of the Year 6 process by the Headteacher who teaches the Year 6 class. She has developed a transition Programme of Study which is accessed by all children within the Year 6 class, regardless of ability or need.

Supporting pupils moving between schools involves parental input and liaison with the senior schools and if appropriate the SENCO from the school a child is moving to.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Small group sessions
- One-to-one sessions with intervention teacher/individual class teacher sessions
- Individual targets/ parental objectives etc.

Adaptations to the Curriculum and Learning Environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our Curriculum to ensure all pupils have access to it, for example, by grouping, one-to-one work, teaching style, content of the lessons, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, (if appropriate) visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, follow-up sessions at the end of class lessons etc.

Additional support for learning

We have two teaching assistants who are trained to deliver interventions and an assistant teacher who works across the whole school, wherever the need is.

Teaching assistants will support pupils on a one-to-one basis if the need arises.

Teaching assistants will support pupils in small groups when requested to by the class teacher.

We will work with outside agencies to provide support for pupils with SEN when the need arises.

Expertise and Training of Staff

Our SENCO has 3 years experience in this role within our school. He also works as our Senior Teacher and has worked as a class teacher with a range of special educational needs across the spectrum for 20 + years.

We have an assistant teacher who has many years of experience of working in various schools, and with children who have presented with a diverse range of needs.

All of our staff have experience of working with children with various needs.

We have a team of two teaching assistants, who are experienced when working on a one-to-one or small group setting with children who have specific needs.

During the next academic year class teachers will be trained in a variety of SEN/intervention strategies as part of their on-going professional development.

Securing Equipment and Facilities

Where there is a need for securing special equipment and/or facilities to support pupils with SEN these will be provided by the Board of Trustees, at the request of the SENCO/Headteacher.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after each half-term
- Monitoring by the SENCO and class teachers
- Holding annual reviews for pupils with statements of SEN or EHC plans

Enabling pupils with SEN to engage in all activities available in school

Extra-curricular activities and school visits are available to all our pupils, including our Breakfast Club and After School Club.

All pupils are encouraged to participate in the Class/Key Stage trips and any residential trip(s).

All pupils will participate in Sports Day/School Shows and Performances/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their needs or disability.

All pupils are supported with their disabilities and frequent site appraisals are made by the management to ensure that any child with needs can access all areas of the school and participate in all activities.

(For more information please see the School's Accessibility Plan.)

Support for improving Emotional and Social Development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are valued as part of all groups and clubs within the school
- Pupils with SEN are also encouraged to be part of lunchtime and evening clubs in order to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

Working with other agencies

Where appropriate the school will work with outside agencies and social workers etc. when supporting a child and their family. This may take the form of health and social care bodies and other local authority support services and voluntary sector groups and/or charities.

Agency meetings are held in school and are attended by the SENCO and Headteacher and where appropriate the class teacher.

The school is in the process of setting up frequent Team Around the School meetings and inviting a range of agencies to the meetings to ensure that we have a strong group of agencies we can draw on if and when a child or their family need support, which is more than the school can give.

The Local Offer

The SENCO and Headteacher will work with the parents of children who need to be made aware of the Local Offer. Guidance and help is given when information is needed on how to access the Local Offer or find out about it.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance who will advise the Headteacher about the nature of the complaint. Every effort will be made by the Headteacher/SENCO and other staff to resolve the issue in a way which is acceptable to all parties.

If this is not possible or if the nature of the complaint is deemed to be more serious and a formal complaint needs to be made, the complainant will then be referred to the school's Complaints Policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of Support Services for parents of pupils with SEN

There are many support services available to parents in our area, in both an LA and private capacity. All details of such agencies can be requested from the SENCO or Headteacher, if required.

Contact details for raising concerns

Any concerns can be raised with:

Headteacher and DSL - Mrs Norah Johnson

Senior Teacher/SENCO and Deputy DSL – Mr Ken Brown

Chair of Trustees/Special Needs Trustee – Mrs Sophia Fleming

Monitoring arrangements

This Policy and Information Report will be reviewed by the Headteacher and the SENCO **every year**.

It will also be updated if any changes to the information are made during the year.

It will be approved by the Special Needs Trustee and the Board of Trustees.

Links with other Policies and Documents

This policy links to our policies on:

- Accessibility Plan
- Behaviour Policy
- Equality and Diversity Policy
- Supporting pupils with medical conditions

Updated: Sept. 2019

To be reviewed: April 2020