

ST MARY'S CATHOLIC PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS OR DISABILITY (SEND) POLICY

DATE OF APPROVAL	02/2019
VERSION DATE	V.01
DATE UPLOADED	02/2019
DATE FOR REVIEW	03/2020
OWNER	C&S Committee

Introduction

Everyone at St Mary's Catholic Primary School is committed to providing the conditions and opportunities to enable every child to develop to their full potential

We are committed to the principle of equality for all pupils, including the right to a broad and balanced curriculum and inclusion in all activities at school that are open to pupils of their age group, including extra-curricular activities. We aim to secure this equal opportunity for every child by supporting an inclusive education for all within school and by ensuring that every child can receive appropriate support in respect of any special educational need or disability they may have. We focus on outcomes for children and not just the hours of provision/support provided for those pupils with additional needs.

We work in close partnership with parents/carers who play an active and valued role in their child's education.

Definitions of Special Educational Needs or Disability (SEND)

"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 most children of the same age; or have a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school". [SEND Code of Practice: 0 – 25 years; Department for Education & Department of Health 2015]

The Equality Act 2010 defines a person having a disability if they have "*a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.*"

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions **do not necessarily** have a special educational need but are covered under the 2015 Special Educational Need and/or Disabilities (SEND) Code of Practice. Special educational provision is educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. [SEND Code of Practice: 0 – 25 years; Department for Education & Department of Health 2015]

Objectives

The objectives of our policy are to:

- Identify and monitor children's individual needs from the earliest possible stages so that appropriate provision can be made, and their attainment raised.
- Plan an effective curriculum to meet a wide range of abilities and learning styles, describing in Provision Maps the provision we make for pupils with SEND.
- Work in close partnership with parents/carers of children who have special educational needs

or disabilities.

- Ensure that the personalised targets set for pupils are specific, measurable, achievable, realistic and time related (SMART).
- Monitor and evaluate the effectiveness and impact of interventions to support or accelerate progress.
- Involve children and parents in the identification and review of the targets.
- Ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them.
- Work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.

Admission arrangements

St Mary's School applies normal admission arrangements. Our admissions policy is based on the agreed Wiltshire LA policy and that of the Diocese.

- We strive to be a fully inclusive school.
- All children will be treated according to their needs, in line with the School's policy for equality of opportunity.
- No child will be denied admission because of their creed, race, physical ability or academic attainment. Where a child has a special need, for example, wheelchair access, governors will make reasonable adjustments where possible to ensure the child's needs are fully met.
- If a child is transferring into the school with a **My Support Plan, My Plan/EHCP or statement**, or has been receiving extra support from Local Authority funded resources in their previous school, the continuation of this support will be negotiated with the appropriate member of the Local Authority to ensure that the child's needs can be met. Any variation to the above would need to be agreed by the full governing body.
- There are no specialist facilities or special units in the school.
- **Our SEND provision is summarised in a separate document – St Mary's SEND Offer 2018-2019 – which is available on the School web site.**

Roles and Responsibilities

Governors' role

The governing body is required to:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs.
- Ensure that where the 'responsible person' (the Headteacher or appropriate governor) has been informed by the Local Authority (LA) that a child has special educational needs or a disability, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs.
- Ensure that a child with special educational needs or disabilities benefits from full inclusion reports to parents on the implementation of the School's policy for children with special educational needs or disabilities. *Section 317; Education Act 1996.*

- Have regard to the “Special Educational Needs and Disability Code of Practice: 0 to 25 years” (2015) when carrying out its duties towards all children with special educational needs or disabilities.
- Ensure that parents are notified of a decision by the School that provision is being made for their child due to their special educational needs or disabilities.

Governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the School’s SEND policy.
- They are up-to-date and knowledgeable about the School’s SEND provision including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the School’s development.
- The quality of SEND provision is continually monitored.

In addition, as part of the Special Educational Needs and Disability Act (2001), the governing body must take all steps not to discriminate against disabled children in their admission arrangements, in the education and associated services provided by the school for its pupils or in relation to exclusions from the school.

The SEND **Link Governor is Mr BRIAN WHEELWRIGHT**, who can be contacted via the School office.

SENDCo’s role

The SENDCo is Mrs. NATALIE WARBURTON. She is responsible for co-ordinating the provision of special educational needs and support for children with disabilities throughout the school.

This will involve:

- Overseeing the day to day operation of the SEND policy.
- With class teachers, identifying and monitoring progress and attainment for those children with special educational needs or disabilities.
- **Describing in Provision Maps, the provision and interventions made for pupils with SEND.**
- Ensuring the procedures for identification and assessment are observed.
- Liaising with and supporting fellow teachers and Teaching Assistants.
- Overseeing the records of all children with special educational needs or disabilities and monitoring their progress.
- Overseeing and maintaining specific resources for special educational needs or disabilities.
- Liaising with parents of children with special educational needs or disabilities.
- Liaising with outside agencies, including other educational settings and pre-schools.
- Contributing to the continuing professional development of staff.
- Monitoring, evaluating and reporting on provision to the governing body in conjunction with the SEND Link Governor.

Parents are always welcome to speak to Mrs Warburton. Appointments can be made via the School office, or directly via her email (nwarburton@st-marys-pri.wilts.sch.uk).

Headteacher’s role

The Headteacher is Mrs JANE HOWIE-LEE. She determines the School’s general policy and approach to SEND, and is responsible for funding arrangements in conjunction with the governing body.

The Headteacher also has responsibility for overall administration and provision of SEND within the resources available and must ensure that the named SEND Governor and the governing body is kept informed.

Class Teacher's role

All class teachers are required to ensure that the individual needs of all pupils within their class are met, and that all pupils feel valued and secure within their lessons. They ensure that all pupils have access to a broad and balanced curriculum and that targets are set to enable all children to make progress.

The class teacher is responsible for overseeing and planning additional provision for children in their class.

Class teachers are responsible for maintaining a SEND folder for each child and keeping accurate and up-to-date records of progress. They are responsible for protecting a child's SEND data to comply with the Data Protection Act 2018.

Teaching Assistant's role

Teaching Assistants play an integral role in the support of children with SEND at St Mary's School. **As well as having general class Teaching Assistants, we also have one specialist SEND teaching assistant.**

Teaching assistants work alongside teachers within lessons, ensuring that children can access the work set for them. They lead small group sessions for children who require additional support with differentiated tasks and they also lead, assess and evaluate specific intervention schemes. Teaching assistants contribute valuable information to provision meetings and pupil progress meetings.

Midday Supervisor's role

Our midday supervisors and kitchen staff work with the SENDCo to make sure that they can provide appropriate support to pupils with additional needs over the lunchtime period. This includes physical support with meals and support in managing social situations and play. Two of our supervisors are trained in SEND care.

Special Educational Needs or Disabilities Lead Worker's role

A SEND Lead Worker is allocated by the Local Authority to every child who has a statutory My Plan/Education, Health and Care Plan. They will act as a single point of contact for the child/family and co-ordinate actions agreed by practitioners and the family to try to avoid potential duplication. Their aim is to get to know the child very well over time and hence be able to help empower the child to make decisions and be heard.

Arrangements for co-ordinating provision for children with Special Educational Needs or Disabilities

The needs of most children will be met in the classroom through quality first teaching. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class.

For some children, it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to their needs. This may be delivered by the teacher, teaching assistant, SEND teaching assistant or SENDCo, and will complement classroom work so that the skills, knowledge and understanding will be transferred to classroom work.

The class teacher will oversee the provision for individuals to ensure that it meets the stated learning and emotional well-being objectives.

The SENDCo will also work with class teachers to make sure:

- All children have access to a broad, balanced curriculum as set out in the National Curriculum.
- Every child is treated as an individual, acknowledging both his/her strengths as well as areas for development.
- Each child's achievements are of value.
- Differentiation of work is taken into consideration when planning. Children are given work to match their ability.
- Parents/carers of children with special educational needs or disabilities are fully involved and encouraged to support their children positively.
- Class teachers keep accurate and up-to-date records of the child's progress.
- Effective use is made of outside agencies, as and when they are required to meet the needs of the child.
- Class teachers have access to appropriate advice (including that from the SENDCo) when setting individual targets and are informed of resources available in school to help meet the needs of the child.
- Class teachers inform the SENDCo of any child who causes concern.
- When discussing children with special educational needs with others within school and relevant outside agencies, there is always an awareness of the need for confidentiality.
- The designated SEND Link governor carries out their responsibility to oversee the SEND policy and its effectiveness.

Identification and assessment arrangements

In accordance with the Children and Families Act 2014, St Mary's Catholic Primary School aims to identify special educational needs or disabilities at the earliest point and then make effective provision that improves the long-term outcomes for the child.

Children with special educational needs or disabilities are identified through the following:

- Detailed monitoring of the progress of all children takes place continuously and is reviewed termly. Those pupils not making expected progress are identified and steps are taken to support learning.
- Class teacher's awareness of the children in their class. If they have concerns about a child or a child's progress, they inform the SENDCo and together they seek to identify the cause

Where possible, we try to meet every child's needs within the classroom by ensuring that our planning, teaching and approaches meet the needs of most children in our School. However, where we, and/or the parents, determine that, despite all the above, a child is having significant difficulties in learning compared to their peers a review will be undertaken to look at the strategies and approaches that are currently being used and the way these might be developed.

Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class, the child will be placed on the SEND register and appropriate provision put into place.

Each child on our SEND register will receive one of the following documents, depending on the severity of the child's needs:

- A 'One Page Profile'- a simple one-page document that outlines the child's needs at a glance.
- A 'Pupil Passport' - a 3-page document used for tracking progress towards targets and sharing information with parents.
- A Wiltshire 'My Support Plan' – a Local Authority document used for children who are in contact with one or more agencies. A child must have been working from a 'Wiltshire My Support Plan' for one year before being considered for an EHCP.

These are described in more detail below.

Assess, Plan, Do, Review

Under the 2015 Code of Practice, where a child is thought to have special educational needs and/or a disability, the school is required to carry out a four-step process.

- Firstly, the child's needs are assessed fully so that there is a clear picture of both strengths and weaknesses. This allows the school and outside agencies to see what the desired outcome of any support is, and the child's strengths which may be used to help support development of their weaker areas. The child's viewpoint is included as part of this assessment.
- Provision of appropriate support is then planned, looking at what is available to help produce the outcomes desired for, and by, the child (rather than looking at what intervention packages we have that the child could do).
- Support is then provided – the Do part of the cycle; and reviewed, via assessments and observations, at regular intervals. Provision made can then be adjusted and the cycle continues again.

Graduated Approach to Special Educational Support & Disabilities

The Special Educational Needs and Disabilities Code of Practice (2015) recommends a graduated approach, initially using classroom and school resources, before bringing in specialist expertise to address specific difficulties that a child is experiencing. This means that children will receive different levels and amounts of support depending upon their individual requirements.

The SEND Code of Practice does not assume that there are hard and fast categories of special educational needs, but recognises that children's needs and requirements may fall within or across four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical.

SEND Support

Previous categories of School Action and School Action Plus were replaced in September 2014 by a single category following the introduction of the SEND Code of Practice. Children in this category receive specialist intervention where provision goes beyond the differentiated approaches.

A child will move to SEND support, and hence be placed on the SEND register, if it is necessary to make provision which is additional to, or different from, that which is already provided. For example, if the child:

- makes little or no progress even when teaching approaches are targeted to their needs.
- shows signs of difficulty in developing skills in literacy or mathematics.
- shows persistent signs of emotional or behavioural difficulties, which are not addressed through the positive behaviour and discipline approaches used in school.
- has physical or sensory problems and, despite specialist equipment being provided, still makes little or no progress.
- has communication and/or interaction difficulties which adversely affect the child's progress.

My Support Plans

Where, despite the school's best endeavours, the child still makes little or no progress in the areas targeted, the School will consult with parents/carers and the child and a My Support Plan will be put in place.

This document will provide a clear picture of what is working and not working for this child, along with any other additional support or intervention that has been put in place to date. The My Support Plan can be amended and added to regularly and can support a child from 0-25. It is not legally binding and has no funding attached to it but can help explain the child's needs in significant detail in preparation either for a chance in teacher or school setting, or to move towards requesting statutory assessment.

My Support Plans are documents that need to be written in conjunction with parents/carers as well as school staff and reports from specialist SEND services.

Education, Health and Care Plans (EHC) and My Plans

If the need for extra assistance is sufficiently great, an approach can be made to the Local Authority to request a SEND Lead Worker who can then request a statutory assessment for an My Plan/EHC Plan, with the My Support Plan as evidence. Requesting statutory assessment does not guarantee a My Plan/EHC Plan will be issued and the time frame for assessment is long (at least 20-24 weeks from submission).

The progress of children with a My Plan is reviewed annually with parents/carers, the child, outside agencies, the SENDCo and any other appropriate member of staff. The review monitors the progress against the objectives of the My Plan and any actions to support them as well as setting new outcomes where appropriate. The view of the child and the parents are as important as the views of the School and specialist support services; the annual review meetings aim to be child-centred.

Partnership with parents/carers/children

Parents/carers are important partners in the effective working relationship with the School in raising their child's attainment and emotional well-being. They are fully involved in the identification, assessment and decision-making process in the school.

Parents'/carers' contribution to their child's education is valued highly by staff. Parents/carers are encouraged to involve their child in the decision-making processes, including recording their child's views and implementing, and reviewing, provision. The School will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the School. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practice making choices, will be more secure and effective learners.

In this School, we encourage children to participate in their learning; to have a voice in deciding the priorities for School Development through the student council; to take ownership of their learning targets and what they can do to improve; to review progress and set new goals and challenges. For children with special educational needs or disabilities, this includes discussing the strategies for success in My Support Plans.

Resources

Most of the resources used by children with specialist education needs or disabilities are available within the classroom. Money will be spent on additional resources, staffing costs and time allocated to specific staff including the SENDCo, to manage and deliver support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENDCo.

Links and use of outside agencies

Close links are maintained with the Local Authority support services in order to ensure that the School makes appropriate provision for children with special educational needs or disabilities.

Where it is necessary to contact outside agencies, the SENDCo will make the necessary arrangements following discussion with, and with the agreement of, parents/carers.

Outside agencies normally used include the School Nurse, Speech and Language Therapists, Educational Psychologists, Behavioural Support and the Specialist Special Educational Need Service (SSEN) teams of Cognition and Learning, Communication and Language, and Physical and Sensory Impairment. Referrals can also be made to Family Counselling, Occupational Therapists or, via the child's GP, to Orthoptics or Paediatricians.

Any or all these agencies may be involved in the construction, delivery or review of individual targets set to ensure children's attainment is raised and progress made.

In-service training

Through monitoring and evaluating our provision, the SENDCo, with the Headteacher, will identify the professional development needs of teaching and support staff. Use will be made of the SSEN specialists who are able to provide whole-school training and support sessions.

Staff attending courses will feed back information obtained via appropriate professional development meetings. The effectiveness of training will be monitored and evaluated by the SENDCo, and information provided as part of the SEND annual report.

The SENDCo and our teaching assistants regularly attend network meetings in order to keep up to date with

local and national updates in SEND education.

Links with other schools

Year 6

Links are maintained with **Sheldon, Harden Huish, St Gregory's and Abbeyfield Schools** to ensure a smooth transfer on to secondary school. The SENDCo meets with the secondary school SENDCo to discuss special educational needs or disabilities children and their needs. Where appropriate, extended transition visits can take place which can include the SENDCo from the secondary school coming to St Mary's School to meet the child in their familiar setting as well extra visits and activities at the secondary school.

Transfer from pre-school/nursery

Children join Reception at our School from a wide variety of pre- schools and our own Nursery. Before they join, they will have met the **Robins/Reception Class** teacher and often the teaching assistant at their pre-school. They will also have visited the School with and without their parents. The SENDCo will discuss the individual needs of children with the appropriate pre-school SENDCo and can arrange extra visits to school, as well as an individual meeting with parents, as appropriate to ensure the correct provision is in place for when the child starts school.

The SENDCo will also attend the parent's information evening to discuss any specific concerns.

Transfer to/from other schools

Children with special educational needs or disabilities who transfer from other schools are supported through their induction to the School by the class teacher and SENDCo. The SENDCo will also meet with parents, where possible, prior to the child joining the school to ensure the transition is as smooth as possible.

Complaints procedure

The School has a complaints procedure which applies to all school matters. A copy of this policy can be obtained from the School office and is available on the School web site. If parents/carers have a complaint concerning provision for their child, they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENDCo or Headteacher.

Following this, there is the option of contacting the designated SEND Link Governor. If the complaint remains unresolved, the Chair of Governors should be involved. Finally, the complaint should be taken to the Local Authority or Secretary of State.

Criteria for evaluating the success of our policy

The effectiveness of the SEND policy will be evaluated using the objectives in the first part of this policy. Achievements will be measured by:

- Numbers of children on the SEND register have made or exceeded expected progress.
- Monitoring of individual targets to ensure that children progress.
- Number of children who are removed from the SEND register due to improved progress.

- Analysis of teachers' planning by Subject Leaders and their Link Governors to ensure a differentiated approach is used and that targets and learning objectives are identified and reflected in planning.
- Parents/carers being aware of targets and their views being recorded.
- Ensuring that outside agencies, where appropriate, have their comments recorded on My Support Plan documents.

The Governors' Annual Report to Parents will report on the success of this policy using the following success criteria:

- Planning reflects individual targets and previously identified needs.
- Number of children identified as needing special educational needs or disabilities support that reach their expected target judged using objective testing and/or professional judgement.
- All My Support Plans include written/recorded comments from parents and children, and where necessary outside agency involvement.

Further information

For further information on special educational needs or disabilities provision in St Mary's Catholic Primary School, please see our SEND Offer document and Information Report available on the School website, or contact the School to speak to Mrs Warburton [SENDCo \(nwarburton@st-marys-pri.wilts.sch.uk\)](mailto:nwarburton@st-marys-pri.wilts.sch.uk).

For further information on special educational needs or disabilities provision in Wiltshire, including more information on SSEN Services, My Support Plans and the statutory assessment process, please refer to the Local Offer <https://www.wiltshirelocaloffer.org.uk/>