

## **ST MARY'S CATHOLIC PRIMARY SCHOOL**

### **SPECIAL EDUCATIONAL NEEDS AND DISABILITY(SEND) POLICY**

#### **CELEBRATING EXCELLENCE THROUGH OUR FAITH AND LEARNING**

##### **Mission**

In line with St. Mary's mission statement where by each child is seen as an individual with his/her own particular needs and potential, we aim to ensure that every child participates fully in the curriculum and, social and spiritual life of the school, irrespective of age, ability or disability, as far as they are able.

This policy describes the provision St Mary's make for children who have a greater difficulty in learning (i.e. both in the academic and social context) than the majority of the children of the same age, or who have a disability which prevents or hinders them from making use of educational facilities, of the kind generally available in our school (from 1981 & 1983 Education Act).

##### **Integration**

**In line with St. Mary's mission statement and our Catholic beliefs, St Mary's will provide all possible opportunities for social integration for all children with Special Educational Needs. We promote acceptance of one another's differences through the school ethos and particularly it's RE, Personal Social and Health and Citizenship programmes.**

Some children have barriers to learning that mean they have special needs and require particular action by the school. Teachers take account of these special needs and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum, religious devotion and assessment activities.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

##### **Definition of Special Educational needs and Disability (SEND)-**

**Children have SEND if:**

- They have significantly greater difficulty in learning than the majority of children of the same age;
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

## **Four broad areas of need are recognised under the new code of practice:**

- Communication and Interaction,
- Cognition and Learning,
- Social Emotion and Mental Health Difficulties,
- Sensory and / or Physical Needs

## **Aims**

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure identification, support, intervention and provision for Children and Young people(CYP) is 'person centred' with every one working closely together (e.g. Parents, School Staff, Speech Therapist, Occupational Therapist, Educational Psychologist)
- to produce an outcome focused plan for the child with high expectations and aspirations
- to ensure successful preparation for the next phase of education
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that our children are central to the process and have a voice
- to ensure that the level of work takes account of the emotional, social, cultural, intellectual, physical and medical background of the child;
- to endeavour to do all we can to make sure that each child leaves school with the core skills needed to succeed in adult life.

## **Objectives**

- By ensuring access to the building and appropriate resources.
- By using the Baseline Assessment (carried out in Early Years on entry to school) and the Foundation Stage Profile (an ongoing assessment) in order to ensure early identification, and subsequently by using formative and summative assessments to help school staff to plan appropriately, provide stimulating curricular challenges, and involve outside agencies to advise.
- By ascertaining the views and needs of the child through the use of a Personal Passport
- By using the personal passport to formalise long term outcomes
- If appropriate by drawing up a 'My Plan' to laydown short term , measurable outcomes
- By holding an initial meeting to inform, share and discuss plans, responsibilities and expectations with parents. Thereafter, to meet with

parents and or SENCo at least 3 times a year to in order to review progress and plan for future development.

- By identifying learning support personnel, and actively involving them in the planning, implementation and review of My Plans
- By planning appropriately, supplying resources, discussing concerns with parents, TAs, and outside agencies and by monitoring work.
- By maintaining open communication with parents, through Home School books if appropriate and meetings by appointment at the request of either party.
- By encouraging each child's participation with short term and long term outcomes with target-setting.
- By completing a Single Assessment Framework SAF when appropriate and Change Tracker when deemed appropriate.

## **Educational Inclusion**

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs:  
e.g. attendance and punctuality, health and welfare, English as an Additional Language (EAL), Pupil Premium, Looked After Children (LAC)
- Have different needs and aspirations
- Require different strategies for learning;
- Acquire assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.
- If outside curricular provision is considered advantages to a child's progress then this will be coordinated / managed with parent / school agreement.  
For example attendance at dyslexia centre, drama therapy

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language literacy, numeracy, physical needs;
- Helping individuals to manage their social, emotional or mental health needs, particularly trauma or stress, and to take part in learning.
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Planning to develop children's understanding through the use of all available senses and experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
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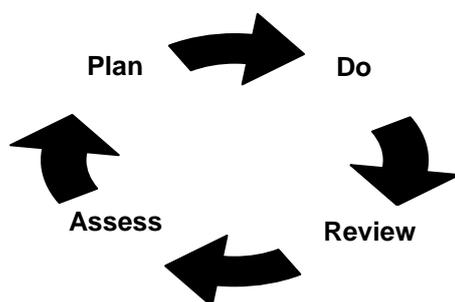
In addition, to fully uphold our school's principles of inclusion, equality and diversity, this policy is written with full consideration of our own school's Equalities Policy.

## **Access to the Curriculum**

Many of the children who join our school have already attended an early education setting. In many cases children join the school with their needs already assessed. All our children are assessed in Reception using the Baseline Assessment so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

## **A Graduated Approach to SEN-**

The Code of Practice outlines a graduated response to pupils' needs.



This recognises that this is a constant process.

This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

### **Identification, Assessment and Review**

- Early identification is vital.
- The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- The class teacher and the SENCo assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
- The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- If assessments show that a child may have a learning need a range of strategies are used that make full use of all available classroom and school resources. This level of support is called School Support.
- The SENCo works closely with parents and teachers to plan an appropriate programme of support.
- The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices.
- The support that will be provided, strategies used and how progress will be monitored, is recorded upon a Class Provision Map, Personal Passport and individual pupil 'My Plan' if necessary
- Personal Passports (long term outcome approach) and 'My Plans' which employ a short term outcome approach feature significantly in the provision that is made in the school.

- By identifying both long term and short term outcomes learning is personalised
- The 'My Plan' will show the short-term targets set for the child, the teaching strategies to be used and adults involved (Class Teacher- CT, Teaching Assistant - TA and Lunch Break Supervisor - LBS). It will also indicate the planned outcomes and the date for the plan to be reviewed with pupil and parents. In most cases this review will take place three times a year as a minimum.
- In addition to My Plan reviews Pupil Progress meetings happen twice a year with Class Teacher , Head Teacher and SENCo
- All Personal Passports, My Plans and any other relevant information about the child's SEND needs are filed in blue folders and stored in a locked filing cabinet. Each class teacher has a copy of Personal Passports and My Plans for their class. These are kept in Green class folders and are available for TAs and Supply teachers to refer to.
- Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers have (high quality, differentiated teaching for all –Quality First Teaching- QFT)
- Interventions and support cannot compensate for QFT- wherever possible; children are included in mainstream learning. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one intervention programme.

If the SENCo, along with the class teacher, identifies that support is needed from outside services, parents will be consulted prior to any support being put in place. In most cases, children will be seen in school by external support services. This may lead to additional or different strategies being implemented

- If the child continues to demonstrate significant cause for concern despite recommended strategies being implemented for a period of time, a request for an Education Health Care Plan (EHCP) will be made to the LA. A range of written evidence and observations about the child will support the request.
- The EHCP is focused on the child's needs and how to meet those needs.
- Children with existing statements will have a phased transition over to EHCP at key transition periods e.g. in the primary phase- KS1 to KS2 , KS2 to KS3
- A SEND register is kept and up dated at key periods throughout the school year (e.g. school census, data capture periods)

- Strategies used to support the child will be recorded on 'Personal Passports' and 'My Plans'

### **Exiting the SEN register**

- If children are making sustainable progress then they may be taken off the SEND register. This is done in consultation with class teacher, SENCo, pupil and parents as well as that of any other professionals involved with the child.
- If the pupil is taken off the SEND register all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures.

### **Supporting Pupils and Families**

- The schools Local Offer outlining SEN provision is on the school website
- There is a named Parent Link worker and Pupil Mentor ( Jo Creese)
- Information on parent groups e.g. supportive parents is provided
- Access arrangements for statutory assessments are undergone if necessary
- Parent workshops are held when necessary
- Transition work for both parents and pupils is available

### **Supporting Pupils at School with Medical Conditions**

- Pupils with a medical condition are fully supported to ensure full access to education, including school trips and PE
- All pupils with a medical condition have a care plan which is clearly displayed in the staff room
- Annual training provided by the school nurse on the use of inhalers and epi – pens take place. In addition bespoke training for specific medical needs may also take place e.g. physiotherapist for correct lifting, handling
- Some children may also have a disability so school will comply with its duties under the Equality Act 2010
- Some may also have SEN and may have a statement or EHCP therefore the SEN Code Of Practice (2014) is followed
- The school has a policy in place to support pupils with medical conditions at school – see policy for further info

## **Training and Resources**

- All staff (CT, TAs, LBS ) are encouraged to undertake training and development when appropriate
- The SENCo regularly attends SENCO network meetings in order to keep up to date with local and national updates in SEND.
- St Mary's School is a member of a Catholic Cluster which meet to collaborate on school wide issues and to share good practice

## **The Role of the SENCO**

**Current SENCo – Kathy Burden –  
Qualification: - National SEN accreditation  
SLT – (Senior Leadership Team)**

- to manage the day-to-day operation of the SEN policy;
- to co-ordinate the provision for and manage the responses to children's special needs;
- to support and advise colleagues;
- to oversee the records of all children with special educational needs;
- to liaise with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- to liaise with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- to contribute to the in-service training and professional development of all staff
- to liaise and collaborate with the SENCOs in other schools (through SENCo cluster meetings) in order to keep abreast of local initiatives
- to open a SAFand act as Lead Professional when appropriate
- to ensure that there is appropriate provision to meet the objectives for children with Statements of Special Educational Needs or Education Health Care Plans
- to monitor and evaluate the special educational needs provision and reports to the governing body;
- to manage the SEN budget
- to manage a range of resources, to enable appropriate provision for children with special educational needs;

## **The Role of the Governing Body**

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs.

The governor with responsibility for SEN is currently Mrs Christine Hyland. Her role is to have a specific oversight of the school's provision for pupils with SEN, and to report annually at a meeting of the governing body.

### **The Role of the Head Teacher**

Overall responsibility of day to day practice lies with the Head teacher. Even though delegation will occur, the Head teacher will be:

- systematically and regularly informed of children with SEN, and the arrangements that are made to address their needs.
- will also be involved with Governors in determining appropriate staffing and funding arrangements;
- advising and informing Governors on SEN issues
- Publishing information for parents/carers.
- Appointing a SENCO.
- Implementing a staged process of assessment and action planning.
- Referring children to LA for statutory assessment if required and contributing school reports to such assessments.

### **The Role of Class teachers:**

- Providing high quality teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support,
- Ensuring pupils with SEND are included in the classroom by providing an appropriately differentiated curriculum
- Maintaining responsibility for the child's progress, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND
- Identifying own training needs

### **The Role of TAs:**

- Being fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.

- Providing feedback to teachers about pupils' progress. Working as part of a team with the SENCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class.
- Implement strategies upon Provision Maps and My Plans
- Monitoring and recording progress.
- Identifying own training needs

## **Accessibility**

The school is entirely accessible for disabled users.

## **Partnership with other Schools/Transition**

Children with SEN transferring to or from St Mary's have a planned transition programme to reflect their needs. When possible, staff from other schools, will have a hand over meeting or telephone conversation with St Mary's staff to plan such programmes in advance.

## **Allocation of Resources**

The Head Teacher and the SENCo meet annually to agree on how to use funds directly related to SEN. The Head Teacher informs the governing body of how the funding allocated support special educational needs has been employed.

## **Partnership with Parents**

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents.

The school prospectus contains details of our policy for special educational needs, and arrangements made for these children in our school.

There are regular meetings as appropriate to share the progress of special needs children with their parents.

## **Pupil Participation**

Children are fully involved in setting long term and short term outcomes in their Personal Passports and My Plans and by taking part in review meetings when possible. Children are encouraged to make judgements about their own performance against their outcomes when appropriate.

## **Monitoring and Evaluation**

The SENCo monitors the movement of children within the SEN system in school using Target Tracker and 'in house' systems set up. The SENCo provides staff and governors with regular summaries of current issues e.g. funding requirements; current SEN numbers and current action plan for SEN. The SENCo is involved in supporting teachers involved in drawing up personal passports and My plans for children. The SENCo and the Head Teacher hold regular meetings to review the work of the school in this area. The SENCo and the governor with responsibility for special needs also hold review meetings annually or as necessary.

The governing body reviews this policy annually and considers any amendments required.

## **Storing and Managing Information**

- All SEN documentation is considered confidential and stored in individual pupil folders
- The folders are kept in a locked filing cabinet
- Copies of relevant information is provided for class teachers

## **Dealing with complaints**

Refer to the Complaints Policy