



## **St. Mary's C.E. Primary School**

### **SEND (Special Educational Needs and Disabilities) Policy**

#### **The United Nations Convention on the Rights of the Child**

##### **Article 23**

**Children who have any kind of a disability should have special care and support, so they can lead full and independent lives.**

##### **Article 12**

**Children have the right to say what they think should happen when adults are making decisions about them.**

**This policy is written in accordance with the Department for Education and Department of Health, 2014 Special Educational Needs and Disability Code of Practice and the Children and Families Act 2014**

**SENDCO/ Designated Teacher for Looked After Children (LAC): Sue Duffy**

**Sue Duffy is a member of the school's senior leadership team (SLT)**

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**SEND Governor/ member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils: Carol Nevin**

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This policy was created by the school's SENDCO, Sue Duffy, with the SEND Governor, Carol Nevin in liaison with the SLT, all staff and parents of pupils with SEND.

St. Mary's C.E. Primary School, as a UNICEF Rights Respecting School aims for all our children "to be the best that they can be" (UNICEF, Article 13). We aim to develop the knowledge, understanding and skills of all our children, in order that they reach their full potential. We recognise that some children cannot always access the full curriculum without additional support and/or resources. They may have educational, medical or emotional health needs which require special help and assistance.

A child experiencing challenges which prevent him or her from achieving age related expectation in learning or making full use of facilities, may have needs related to:

**Cognition and Learning** (this includes specific learning difficulties).

**Communication and Interaction** (this includes autism spectrum conditions and language impairments).

**Social, emotional and mental health** (this includes psychiatric disorders such as Attention Deficit Hyperactivity Disorder).

**Physical disabilities and sensory impairment** (this includes those children with complex medical needs who require daily medical intervention or sensory aids).

The purpose of identification is to work out what action school needs to take, not to fit a pupil into a category. Our school will look at the needs of the whole child; not just the special educational needs of the child.



St. Mary's are aware of factors that are not considered SEN but may impact on progress and attainment. These include;

- Disability (the code of practice outlines the “reasonable adjustment” duty for schools provided under current Disability Equality legislation- these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

### **Pupils and Families**

Our pupils and their families are at the heart of all decisions about their education and care. Parent/ carers have the opportunity to discuss their child informally on a regular basis and SEND review meetings with the class teacher/supporting TA (if applicable) that may involve the SENDCO, external service providers e.g. Lancasterian Sensory Support Service (LSSS) are held on a termly basis. Children who have an Education Health Care Plan (EHCP) have an additional annual review. SEND children and their families have ownership of their Access to Learning Plans through the Article 12 target which gives both the children and their family the opportunity to be actively involved in the plan, do, review process.

If a parent/carer has concerns about their child's progress in any area of development they are encouraged to speak to the class teacher who will pass on those concerns to the SENDCO. The teacher and SENDCO will meet with the parent/carer to discuss any additional support.

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

The 2014 Special Educational Needs and Disability Code of Practice outlines a graduated response to pupil's need, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that



is **additional to** and **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

Early identification and intervention is crucial in overcoming barriers to learning. The SENDCO will communicate regularly with teachers and parents/carers to ensure that appropriate programmes of support and interventions are taking place and are effective. The class teacher has the opportunity to share any concerns with the SENDCO on an ongoing basis and all pupils are discussed during termly Pupil progress meetings with the Headteacher, class teacher, SENDCO, Pastoral Lead, Assessment Coordinator and Phase Lead. The Manchester Matching Provision to Need Tools descriptors are used to identify a child's special educational need.

Children with SEND will be placed on the SEND register under the categories:

**Cognition and Learning**

**Communication and Interaction**

**Social, emotional and mental health**

**Physical disabilities and sensory impairment**

### **Statutory Assessment**

Children whose needs are severe and persistent may require statutory assessment. It is at this stage that the school and the family would request statutory assessment and the LEA will make a decision whether to go ahead with the assessment and issue an Education Health and Care Plan. The EHCP will detail the provision necessary and the resources needed to achieve the desired outcomes for the SEND pupil. The EHCP may recommend mainstream education with a high level of support or education in a specialist setting or resource provision.



## **Allocation of resources**

The Headteacher, supported by the SENDCO, is responsible for the allocation of resources and operational management of the specified SEND funding and provision in school.

## **The role of the Special Educational Needs and Disability Coordinator**

The SENDCO is responsible for ensuring the SEND policy is put into place by:

- Determining the strategic development of the SEND policy and SEND provision with the Headteacher and the governing body.
- Managing the day to day operation of the policy.
- Monitoring and reviewing the progress of with additional needs.
- Co-ordinating provision and additional support for children the special needs e.g. interventions, and 1:1 support.
- Supporting and advising colleagues, including organising and providing training where appropriate.
- Maintaining the school's SEND register.
- Guiding support staff and having an overview of their deployment.
- Building relationships with parents and carers, so they are involved in and informed about decisions regarding their child's health and education.
- Planning support and provision with our school's link educational psychologist.
- Collaborating with education, health and social care services to provide support for pupils and their families.
- Continually monitoring, evaluating and reporting on new issues related to special educational needs provision and pupil progress to the Headteacher and the governing body.
- Developing links with specialist provision in our locality.
- Referring pupils to Health Services e.g. CAMHS, speech and language, community paediatrics or audiology.



- Signposting children and families to other relevant national and local support services and agencies.

### **The role of the teacher**

Teachers are responsible for ensuring the SEND policy is put into practice by:

- Promoting a safe and effective learning environment for SEND pupils.
- Help children to develop confidence and self-esteem to be “the best that they can be”.
- Help children to manage their behaviour and emotions particularly during times of stress or trauma.
- Referring any concerns to the SENDCO and sharing initial concerns with parents and carers as appropriate.
- Planning appropriate targets and writing and reviewing access to learning plans (ALP’s) termly for all children on the SEND register.
- Plan for a pupil’s full participation in learning by organising additional resources and/or support.
- Sharing information, good practice and outcomes with parents and carers.
- Share, collect and record information about SEND children with the SENDCO.
- Liaise with and plan for TA’s who assist children with additional needs.

### **The role of teaching assistants and 1:1 support staff**

TA’s /1:1 support staff support the school’s SEND policy by:

- Supporting SEND children
- Delivering intervention programmes
- Providing feedback to teachers.
- Contributing to target setting.



- Liaising with the class teacher and the SENDCO, reporting on progress and well-being.
- Liaising with outside agencies and sharing key information with other services
- Undertaking training where necessary to develop their knowledge and skills.
- Contributing to the development of resources for children with additional needs.

### **Protocol for when a 1:1 support member of staff is absent .**

If a 1:1 support member of staff is absent, school will endeavour to provide in house cover from a member of staff already known to the child. If this is not possible then another TA may be asked to cover in the event of staff absence. For longer term absence, supply staff may be necessary and the parents/carers of the SEND pupil will be informed of any such changes.

### **The role of the governing body**

The governing body will:

- Review and evaluate the school's SEND policy, ensuring that it is in line with the 2014 Code of Practice.
- Ensure that access to the policy is readily available to all staff and parents.
- Aim to ensure that necessary provision is put in place for all pupils with special needs.
- Actively and encourage and listen to the views of parents with SEND pupils.
- Identify a named SEND governor who will meet with the SENDCO on a regular basis.



### **The Headteacher will :**

- Ensure the SENDCO is a member of the SLT.
- Support the SENDCO in communicating with other SENDCO's and outside agencies.
- Inform the SENDCO of how funding will be allocated to support special educational needs
- Support the SENDCO with opportunities for continuing professional development and further training.

The SEND Code of Practice published in July 2014 is available on the DFE website.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Manchester City Council also publishes all the services they offer to children / young people with SEN. You can view this on the following website:

<http://manchester.gov.uk/sendlocaloffer>

