

St Mary's Primary School

THE PAINSLY CATHOLIC
ACADEMY



The Painsley Catholic Academy
Better Together

SEND Policy
November 2018

'Through our Catholic Faith we grow in the love of God and each other; we show respect in our words and actions; we serve our communities and the world; we learn to be the best we can be; becoming better together as children of God'
Painsley MAC Mission Statement

This policy outlines the framework for the Painsley Multi-Academy Company to meet its duties and obligations to provide a high quality education to all of its pupils, including those with special educational needs and disabilities. Each school within the MAC will deliver this policy in various ways. Each school has their own SENCO:

Painsley Catholic College – Mrs S M Davies, awarded postgraduate National Award for SEN February 2017. National Industry Qualification for Access Arrangements awarded April 2018
St. Giles' Catholic Primary School – Ms R. Samuels
St. Thomas' Catholic Primary School – Mrs S. Baxter, member of SLT, awarded postgraduate National Award for SEN 2017
St. Mary's Catholic Primary School – Mrs G. Turner, member of SLT, awarded postgraduate National Award for SEN July 2013
The Faber Catholic Primary School – Ms K. Harrison, awarded postgraduate National Award for SEN 2017
St. Joseph's Catholic Primary School – Ms J. Barratt, member of SLT, awarded postgraduate National Award for SEN 2015
St. Filumena's Catholic Primary School – Mrs H. Rogers, awarded postgraduate National Award for SEN 2017
Blessed Mother Teresa's Catholic Primary School – Mrs R Woolley, member of the SLT
Blessed William Howard Catholic High School – Mrs N Slade
St Anne's Catholic Primary School – Mrs K Hodgkinson, member of the SLT
St Mary's Catholic Primary School – Mrs J Harrett, member of the SLT, awarded postgraduate National Award for SEN 2010
St Dominic's Catholic Primary School – Mrs Clowes, member of the SLT, awarded postgraduate Certificate for SEN 2018
St John's Catholic Primary School – Mrs Harris
St Mary's Catholic Primary School – Mrs V Pagett, awarded postgraduate National Award for SEN 2014
St Patrick's Catholic Primary School – Mrs E Compton, member of SLT, awarded postgraduate National Award for SEN 2015

The Director responsible for special educational needs is Mrs Claire McGarrigle

The Special Educational Needs Department at St Mary's caters for the needs of pupils with varying disabilities. The department consists of a Special Educational Needs Coordinator supported by the Head of School, Higher Level Teaching Assistant and Teaching Assistants

PART 1: Introduction

1.1 Philosophy

The Painsley Catholic Academy Special Educational Needs and Disabilities (SEND) policy is based on the following documentation: Special Educational Needs (SEN) Code of Practice: for 0 to 25 years (2014) and the Staffordshire County Council LA Code of Practice, Every Child Matters 2004 and the Inclusion Development Programme 2008.

Our philosophy is that each child belongs, is valued, and has a right to learn regardless of needs and abilities. We endeavour to provide the best possible environment - academically, morally and spiritually for all our pupils. This philosophy is delivered through the teachings of the Church, through the curriculum, through the academy's pastoral system and through the management and structure of the Academy. We aim to enable all children to receive a relevant broad, balanced curriculum whatever their learning need, by the use of appropriate teaching and learning strategies, high expectations and valuing all children as individual learners. This is to offer a fully inclusive education to all children, able bodied or with any disability. The philosophy is that all pupils develop respect and tolerance for others, learn to know themselves and their responsibilities and should develop the ability to make responsible decisions.

All staff are responsible for implementing this philosophy.

1.2 Aims

- To deliver a broad and balanced education of skills, knowledge, understanding, attitudes and values, within the framework of the National Curriculum and which will prepare pupils for the next stage of education, work and life
- To remove the barriers to help pupils with SEND to reach the highest possible standards of academic achievement appropriate to their ability with the maximum degree of social and educational inclusion
- To track the progress of pupils towards their goals
- To work in partnership with parents in supporting pupils with SEND.

- To listen to the voice of the pupil

1.3 Objectives for SEND provision

Staff and Local Governing Board (LGB) Members will endeavor to meet the special educational needs of all pupils at St Mary's Primary School. This will be achieved through:

- All children with SEND will be identified and assessed as early as possible by their class teacher and by linking with pre-school agencies prior to entry.
- The school will work with the guidance provided in the SEND Code of Practice 2014.
- The school, in close partnership with the parents, will make provision.
- The L.A. must make assessments and EHC plans within the statutory time limits and then review them annually.
- The child's wishes will be taken into consideration.
- The college will co-operate closely with all outside agencies.
- Provision of inclusive classroom practice.

1.4 Definition of Special Educational Needs

A child or young person has special educational needs (SEN) if they have difficulty accessing the curriculum temporarily or long-term, which calls for special educational provision to be made for them. The law states that a child has difficulty accessing the curriculum if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority.

Pupils who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through the Gifted and Talented Policy in the academy, in addition to provisions made for their specific need.

Special Educational Provision may be triggered when pupils fail to achieve adequate progress, despite having had access to a differentiated programme. Parents and staff will be informed that the child has special educational needs and appropriate provision identified to meet the pupil's individual need(s) will be made.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and / or mental health difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

1.5 Areas of Special Educational Need

St Mary's Primary School will make provision for pupils with the following four kinds of need:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical

1.6 Curriculum Support [Provision] is achieved by:

- Identifying and assessing individual pupil's needs.
- Reporting of pupils' needs to all members of school staff.
- Providing an appropriate curriculum, taking into account
 - National Curriculum

- Continuity and progression
- School development plans.
- Delivering an appropriate curriculum, taking into account
 - Suitable teaching materials
 - Effective, differentiated teaching strategies
 - A supportive learning environment
 - Encouraging a positive self-image.
- Providing learning support through
 - Curriculum development
 - Support teaching- interventions
 - Training.
- Using outside agencies where necessary and appropriate.
- Monitoring individual progress and making revisions where necessary.
- Ensuring that parents/carers understand the process and involving them in the support of their child's learning.
- Encouraging pupils with SEND to participate in decision making processes and contributing review meetings and transition process.
- SEND representative will visit the school twice a year to discuss SEND issues.
- Teaching Assistants and teachers collaborate effectively.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

PART 2: Organisation

2.1 Arrangements for coordinating SEND provision

Each school within the MAC has a SENCO which all schools provide non-contact time for. This is individual to all schools, dependent on need. A MAC Special Educational Needs meeting takes place every term. The minutes from these meetings are sent to the SENCOs and Principals of each school. A Directors' SEND Committee meets twice per year to focus purely on SEND provision across the MAC.

2.2 Roles and Responsibilities

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014), Children & Families Act, guidelines and school job descriptions.

It is the responsibility of the Directors/LGB to:

- Ensure that the necessary provision is made for any pupil who has SEND.
- Decide the general policy and approach to meet the needs of pupils with SEND.
- Ensure, through the appraisal process, that the Principal sets objectives and priorities in the school development plan, which includes provision for SEND.
- Monitor the policy through the school's self-review procedures.
- Regard the 2014 Code of Practice when carrying out their duties.
- Report annually to parents on the school's policy through the website.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against.
- Appoint a designated teacher for 'looked after' children.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Publish accessibility plans setting out how they plan to increase access for pupils with disabilities to the curriculum and the physical environment, reviewable every three years.
- Monitor the implementation of the policy with the SEND representative on the committee being a critical friend.

It is the responsibility of the Principal to:

- Set objectives and priorities in the school development plan, which includes SEND, including setting a budget for supporting pupils within the school's overall financial resources and informing the LGB.
- Ensure that those working with pupils are aware of their needs and have arrangements in place to meet these needs.

- Ensure that teachers monitor and review the progress of pupils with SEND during the course of the academic year.
- Ensure that the SENCo has sufficient time and resources to carry out their functions.
- Provide the SENCo with administrative support and time away from teaching to enable them to fulfil their responsibilities.

It is the responsibility of Mrs J Harratt to:

- Line manage day-to-day provision for pupils with SEND.

The Special Educational Needs Coordinator (SENCo) must:

- Be a qualified teacher.
- Attain the National Award in Special Educational Needs Coordination within three years of appointment.

The Special Educational Needs Co-Ordinator is responsible for:

- The day to day running of the school's SEND policy
- Screening and identifying pupils
- Liaising and advising class/subject teachers
- Coordinating provision for pupils with SEND
- Drawing up, reviewing and monitoring Pupil Passports and support plans for those with SEND, and others as required.
- Overseeing all records on pupils with SEND
- Maintaining the school's SEND register
- Liaising with parents of children with SEND
- Liaising with external agencies
- Contributing to staff training
- Managing and developing the roles of Teaching Assistants, through training and performance management.
- Recruiting and deploying the School's SEND Support Team, Higher Level Teaching Assistant and Teaching Assistants
- Being responsible and accountable for the whole-school SEND resources and sharing with the Principal and Business Manager, CEO/DCEO and CFO, responsibility for the allocation of funding devolved directly from the LA.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENCos, both locally and nationally.
- Liaising with potential future providers of education.
- Coordinating the termly SEND working party meetings.

Teaching Staff:

“All teachers are teachers of special needs”

It is the responsibility of teaching staff to:

- Devise strategies and identify appropriate differentiated methods of access to the curriculum, in conjunction with the SEND department.
- Recognise that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the pupils in their classes.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Adapt teaching to the strengths and needs of all pupils.
- Be responsible and accountable for all pupils in their class wherever or with whoever the pupils are working.
- Manage behavior effectively to ensure a good and safe learning environment.
- Deploy support staff effectively.
- Ensure Pupil Passports are considered in lessons.
- Ensure that Access Arrangements are provided for those pupils identified at each half-term assessment point.
- Monitor progress of pupils with SEND against agreed targets.

- Be fully aware of the school's procedures for SEND.
- Raise individual concerns to the SENCo.

It is the responsibility of Teaching Assistants to:

- Support pupils with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against targets using Pupil Passports and through daily record sheets.
- Assist with drawing up individual plans for pupils and supporting Passport development, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support pupils on Educational Visits, as required.
- Support pupils at lunchtimes in positive play sessions.

2.3 Admission Arrangements

Admission/Inclusion Arrangements

Children with SEND will be admitted into school following the guidelines as stated in the school's Admissions Policy. The Special Educational Needs and Disability Right Act 2001 and Disability Discrimination Act 2007 amends the Discrimination Act 1995 to prohibit all schools from discriminating against disabled children in their admissions arrangements.

2.4 Special Facilities

The school is fully accessible to pupils with physical disabilities and those with learning and behavioural needs. The school caters for all pupils, irrespective of their age or starting point.

2.5 Inclusion

We believe that, 'The best interests of the child must be a top priority in all actions concerning children,' (Unicef Article 3) and that, 'A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community,' (Unicef Article 23).

The educationally inclusive community is one that increases the participation of children, young people and adults in the process of learning. It is concerned with identifying barriers to learning and overcoming them. It is concerned with increasing effective participation, raising achievements and reducing marginalisation and exclusion.

At St Mary's Primary School all pupils irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the school's organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers' education and, where applicable, work experiences. Pupils with SEND are fully included in all aspects of the life of the school as a whole, including its social and cultural activities.

The school believes that:

- the needs, rights and entitlements of individual pupils are the focus of both an educational and social environment;
- staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice.

This policy should be read in line with the Inclusion Policy.

2.6 Complaints Procedure

Initially, all complaints from parents or carers about their child's provision is made to the SENCo, who follows this up with the relevant staff. However, if a parent or carer is not satisfied with the response given, the complaints procedure outlined on the school's website may be followed.

2.7 Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of pupils and parents or carers, particularly at meetings.
- Recorded views by teachers on pupils' competence, confidence and social acceptability.
- Measurable or observable gains from pupils, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- Evidence of planning and targeted expenditure for SEND.

PART 3: Identification, Assessment and Provision

3.1 Identification

The Painsley MAC uses the graduated response as outlined in the Code of Practice (2014). To identify pupils with SEND, St Mary's primary School will assess each pupil's skills and level of attainment on entry and make regular assessments of all pupils to ensure that each child's progress is similar to that of their peers. Each pupil's progress will be monitored at each assessment point.

- A variety of teaching styles suited to the pupil's need will be put in place. This will include a multisensory approach for pupils with Dyslexia and a mainly visual approach for pupils on the Autistic spectrum. For some pupils with learning difficulties, individual or small group help can be provided by individual schools, when need is found to be appropriate.
- A class teacher, who in their professional opinion, considers a child not to be performing at an appropriate level or whose social, emotional, physical development or medical needs is giving cause for concern will begin to collect data on the child concerned. The class teacher will inform parents of the school's concern.
- If the child is still causing concern the teacher will make the SENCo aware by completing an 'Initial Cause for Concern' form, available on the staff shared area.
- A variety of screening procedures are used and copies of results and assessment scores are then collated by the SENCo and fed back to staff, parents and pupils.
- A pupil's parent/carer may express concern. Once the information is gathered the process is the same as for staff referrals.
- Where necessary, appropriate interventions are put into place and external agencies may be contacted to support pupils' needs.

3.2 Primary Liaison

- Feeder primary schools are visited / contacted in the summer term prior to transfer. Any pupil identified as having a "learning difficulty" is referred to the SENCo. Contact is then made with the primary school.
- Where practicable, the SENCo will attend the Annual Review of a Year 6 pupil who has an EHCP to ensure a smooth transition is made.
- Relevant information is disseminated to teaching staff before transfer.
- More regular transition must take place for small groups of SEND pupils commencing in the spring term of Year 6.

3.3 Provisions

Teaching pupils with SEND is a whole school responsibility. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils (Assess-Plan-Do-Review, CoP, 2014). The majority of pupils at St Mary's Primary School learn and progress through these differentiated arrangements.

A Graduated Response is adopted for pupils identified as having SEND. A level and type of support is provided to enable the pupil to achieve adequate progress. Provision is identified and managed by the SENCo but will be planned and delivered by teaching and support staff.

Graduated Response – Statutory Assessment / Statements / EHCPs

If a pupil fails to make adequate progress and has demonstrated a significant cause for concern, the

school will employ the graduated response to meeting the pupil's needs, including:

- Establishing a clear **assessment** of the pupil's needs.
- **Planning** with the pupil's parents/carers the interventions and support to be put into place with a date for review.
- **Implementing** the interventions.
- **Reviewing** the effectiveness of the interventions and revising as appropriate.

The SENCo and parent/carer may decide to request that the LA undertakes a statutory needs assessment. This may lead to the pupil being provided with an Education, Health & Care Plan.

3.4 Pupil Passports

Pupils identified as being on the school support stage and those with statements/EHCPs will have a Pupil Passport on which will be recorded the provision that is additional to, or different from normal differentiated provision. Not all pupils with SEND have a Pupil Passport, but their progress is monitored at each data point.

- Contents of the Passport include:
 - Access Arrangement information
 - Teaching strategies to be used
 - Additional provision to be put in place
 - Specific targets/IEP
- The Passport is communicated to all staff who support the pupil's learning, and to the parents/carers and the pupil.
- Passports are reviewed and updated termly by the class teacher with the child and parent/carer. These are then reviewed by the SENCo.
- Following review of progress, the pupil may remain on the SEND register, be removed if satisfactory progress has been made, or moved onto statutory assessments.
- Support agencies should become involved in advising the SENCo and class teacher and in supporting the child when appropriate.
- Involvement of the Educational Psychologist and / or additional agencies and preparation of Psychological reports in cases where on-going referral is required.

3.5 Statutory Assessment

Statutory Assessment may be requested by the school in conjunction with the support services, or by parents.

- The LA gathers evidence of the child's need and of the provision and strategies used to support the child.
- The LA, in a small number of cases, may issue an EHC plan if appropriate.
- The EHC plan is reviewed on an annual basis.

3.6 Annual Review

The purpose of the Annual Review is to consider the child's progress, to ensure that he/she is achieving the desired outcomes and, if necessary, to amend the EHC plan to reflect newly identified needs and provision.

- Before producing the review report advice is sought from parents, teachers and, if necessary, outside agencies. This advice is circulated to all staff involved with the pupil's education and a meeting is arranged to discuss the pupil's progress.
- The college will ensure that arrangements are made to host the annual review meeting and inviting all relevant agents involved with the pupil.
- Following the meeting, the report is completed, summarising the outcomes of the review meeting and setting out the educational targets for the coming year.
- A copy of the report is sent to the LA and all those concerned in the review.
- The views of parents are always included in the review report and when appropriate pupils are also recorded as part of the annual review.

3.7 Transitional Reviews

- For pupils with a current statement or EHC plan there will be an annual and a Transitional Review at the end of Year 5. The purpose of the Transitional Review is to plan for on-going Academy provision. This review involves any relevant outside agencies. Parents and pupils are fully informed of the meeting in advance and are encouraged to actively contribute. A Transition Plan is drawn up from information gathered from all involved in the review in order to prepare for the pupil's transition into adult life.

3.8 Evaluation of Provision

Each school ensures the provision that pupils with SEND receive is effective. All pupils on the SEND register are assessed termly in maths, reading and spelling with standardised score and percentile ranks. NFER tests are used alongside Salford reading tests and SWST. These scores are recorded and used to ensure provision is meeting the needs of the child. Each pupil has a provision map, which is updated regularly to allow provision to be tracked throughout the school life of the child.

3.9 Withdrawal

Some pupils with SEND may be withdrawn for 1:1 support or within small group sessions to use technological support and receive appropriate interventions; the withdrawal of pupils is kept to an absolute minimum, in accordance with St Mary's primary School's inclusive ethos.

3.10 Access to the Curriculum, information and associated services

It is the policy of the academy that all pupils, including those that have sensory or physical disabilities, should have the opportunity to participate fully in all aspects of the life of the academy. Some pupils, with an EHC plan, receive support from a Teaching Assistant to access the buildings, practical subjects and the full range of learning opportunities thereby facilitating integration into the life of the academy.

There have been modifications to the buildings in order to make the academy more accessible to those pupils with a physical disability. These improvements include ramps, handrails and disabled toilets. All schools have an accessibility plan and will always endeavour to make reasonable adjustments to support all children and adults with additional needs in accessing the school facilities and curriculum.

3.11 In-Service Training

Within the MAC there is an ongoing programme of INSET training for all members of staff. Staff also attend courses run by the LA, external agencies and medical services. The SENCO from all schools regularly attend courses on SEND issues, these are reported back to other SENCOs via the half-termly meetings.

Whole school INSET also takes place, where appropriate. Staff from across the MAC are invited to these. The SENCOs also arrange the delivery of INSET to teaching assistants across the MAC on a variety of issues, to new staff and to NQTs.

3.12 Allocation of Resources

The school is funded to meet the needs of all their pupils through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of pupils receiving free meals and those underachieving on entry.
- Funding for specific pupils to meet their assessed needs.
- Delegated and designated budgets.
- Also, in some part, the Pupil Premium Grant.

Capitation:

- The SENCO is allocated a departmental capitation each financial year.
- Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for pupils with additional needs.

3.13 Local Offer

St Mary's primary School will cooperate with the Local Authority and local partners in the development and review of the Local Offer.

PART 4: Partnership

4.1 Parents

- The Painsley MAC is committed to working with parents in partnership.
- Parents' permission will be sought if we think that their child has special educational needs.
- Parents will be contacted by the class teacher, or the SENCo to discuss a child's needs further.
- Parental views are recorded as part of the Annual Review procedures, at termly Pupil Passport meetings and at other meetings as required.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through letters, telephone calls, the pupil planner or emails.

4.3 Pupils

- Pupils are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating and evaluating their targets.
- Pupil views are recorded as part of the review process and their views are valued and listened to.

4.4 External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the pupil. The main external support agencies used and includes:

- SENIS
- CAMHS
- Parent Partnership
- Autism Outreach
- The Educational Psychologist
- The Counsellor
- The School Nurse
- The Educational Welfare Officer
- Outreach Support
- Agencies for visual/hearing impairment
- SALT (Speech and Language Therapy)
- Occupational Therapy

Policy reviewed and updated by: Mrs J Harratt (SENCo) November 2018

Review date: July 2020