



St Malachy's Catholic Primary School,
A Voluntary Academy



Policy for Special Educational Needs and Disability (SEND)

Introduction

The St Malachy's Special Needs Policy is based on the revised Code of Practice for Special Educational Needs and Disability 2014 and LEA guidelines. It aims to promote a consistency of approach to meeting children's Special Educational Needs, with a focus on preventative work to ensure that those needs are identified as quickly as possible and early action is taken.

This document provides a framework for the identification of and provision for children with special educational needs. It is written for the benefit of all members of the school community, ensuring that every stakeholder is aware of the principles, underlying identification systems and processes and provision, and confidently committed to the agreed strategies.

Mission Statement:

At St Malachy's Catholic Primary School, we welcome all students with special educational needs and we ensure that everyone has an equal opportunity to fully engage with the whole curriculum.

Our Mission at St. Malachy's is to provide an enriching,
high quality education, where we learn, love and grow with Christ at the centre, so that each
individual feels nurtured and
can achieve their full potential.

The school is committed to achieving high standards so that pupils can attain their full potential. We endeavour to build resilience and embrace challenge through an inclusive environment that is both flexible and responsive.

Aims:

Our aims for SEND are to:

- Identify, at the earliest opportunity, all children who need special consideration to support their physical, social, emotional or intellectual development.
- Ensure that all pupils experiences success in their learning and are challenged to reach their potential.
- Enable all pupils to participate in school life fully and effectively.
- Value and encourage the contribution of all pupils to the life of the school.

- Involve parents, developing a partnership of support, enabling them to have full confidence in the strategy adopted by the school.
- Work closely with external support agencies, where appropriate, to support the needs of individual pupils.
- Ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Roles and Responsibilities:

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) at St Malachy's is Mrs Morris and the Shadow SENDCo is Mr Kowalski.

The SENDCo team works in collaboration with the Headteacher and Academy Council and takes responsibility for the operation of the SEND policy and co-ordination of special needs provision, working closely with staff, parents and carers, and other agencies. The SENDCo also provides professional guidance to colleagues, to secure high-quality bespoke provision for pupils with SEND through a pupil support plan system (PSP) and a personalised My Pupil Support Plan which travels through school and across to further education as necessary. All pupils who are placed on the SEN register have both in place to support and guide their learning and development during their time at St Malachy's.

Other responsibilities include:

- Overseeing the day to day operation of the school's SEND policy, including the assess, plan, do, review approach
- Co-ordinating the provision for children with special educational needs
- Liaising with and seeking best practice advice for fellow teachers
- Managing SEND support assistants
- Overseeing the records of all children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to and delivering the in-service training of staff
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.

The Headteacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND. The Headteacher works closely with the SENDCo and keeps the Governing Body fully informed of SEND issues.

The role of the Academy Council

The Academy Councillor responsible for overseeing the school's SEND provision is Ms D. Loftus (shadowed by Mrs C. Whaley).

The Academy Council, in co-operation with the Headteacher, monitors the school's policy and approach to the provision for children with SEND, monitors the appropriate staffing and funding arrangements and maintains a general oversight of the school's work.

The Academy Council:

- Does its best to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensures that teachers in the school are aware of the importance of identifying, planning and providing for those pupils who have special educational needs and that they are ultimately responsible for the SEND provision within their own classrooms.
- Consults the LEA and the governing bodies of other schools, when it is necessary or desirable in the interests of special educational provision.
- Is fully involved in developing and monitoring the school's SEND policy.
- Makes sure that SEND is an integral part of the school development plan.
- Continually monitors the quality of SEND provision.

Class Teachers

In line with the new Code of Practice (2014), it is the class teacher's responsibility for the planning, provision, welfare, progress and education of any child with SEND. However, all staff in school have a responsibility for students with SEND. Current Teaching and Learning protocols within school promote Quality First Teaching.

Liaison with parents/carers by the class teacher, in all matters concerning SEN, is of utmost importance.

Pupils

St Malachy's recognises that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice 2014). At all times pupils are engaged in their education and are encouraged to develop sustainable skills and strategies that enable them to overcome the barriers to their learning successfully. This is encouraged through aspiration-based target setting. All children with an Education, Health and Care Plan are involved in the annual review process through pupil voice and focusing on their own future aspirations.

Facilities for Pupils with Special Educational Needs:

The school building complies with the current legislation; adaptations occur to meet individual needs. The school has two disabled parking bays, disabled toilet and shower and disabled access to the playground.

The school will have regard to the SEN and Disability Act (2001) and the SEND Code of Practice in terms of admitting pupils with disabilities. (See Admissions and Inclusion Policies)

Resources:

Funding is allocated to support the needs of pupils on the SEND register. The School Improvement Plan takes notice of the changing pupil profile and identifies funds appropriately.

Identification, Assessment and Review:

Children are considered being placed on the SEND register if they:

- Have a **significantly** greater difficulty in learning than that of most children of the same age.
- Have been identified by an external agency as having an additional need.
- Have a disability which prevents or hinders them from making use of educational facilities.

Children are referred to the SENDCo by the class teacher (via an initial concern form) or the child's previous school. The class teacher will discuss with the parents/carers any concerns they may have. Once a referral has been made, the class teacher will collate information on the child based on four areas:

- Cognition and learning
- Behavioural, emotional and social development
- Communication and interaction
- Sensory and physical development

The school will also collate evidence through a range of assessments:

e.g. relevant family/medical history, Foundation Stage Profile, P Scales, Teacher Assessments, ELS Screening Tests, SATs results, non-statutory SATs, reading/spelling/phonological awareness tests; behaviour observations recorded in a diary etc., a range of diagnostic tests are used as appropriate and The Special Needs Assessment Program.

Once a potential special educational need is identified, four types of action will be taken to ensure effective support- Assess, Plan, Do, Review- this is the graduated response called SEN support and will be recorded on the child's Personal Support Plan (PSP). This will then be discussed with the class teacher, parents/carers, child and outside agencies where needed. Provisions will be discussed to find how best to help the child and will be reviewed as smart targets are met, with the level of support being adjusted accordingly.

Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, the school will consider involving specialists, including those from outside agencies.

PSP Review Meetings:

Review meetings are held by the class teachers, when new targets are set, for all pupils on the SEN register. Parents are invited to attend, as well as the child and Teaching Assistant if applicable. Representatives from external support agencies may also be invited, if appropriate. The PSP is a working document which lasts one full academic year and is reviewed termly. Parents will sign the PSP at each review to say that they have seen and are happy with the targets/support which is being offered. When a child is initially placed on the SEN register, a My Pupil Support Plan will be written, and this document will travel with them while ever they are on the SEN register. If a child is in need of an application for an EHC plan, then this document will form the basis for the application and is written in conjunction with class teacher, parents, external agencies and the child.

For pupils with an EHC plan, an Annual Review is also held to review progress towards objectives outlined in the plan. A copy of the review report is sent to all invitees, including parents, and the Schools and LA SEN Team.

Strategies:

Pupils have access to a differentiated, broad and balanced curriculum with their needs identified in planning documents and PSPs which are monitored by the school leadership team.

To enable access to the curriculum for pupils with SEND, the school provides:

- External support
- Teaching/support assistants
- Individual teaching programmes
- Individualised timetables
- Specialist equipment, where necessary
- Opportunities to work in a variety of groups
- Involvement in planning their own learning through self-assessment and target setting.

The effectiveness of the implementation of the policy is measured by:

- Movement down the levels of the register
- Improvements in core subjects
- Performance in assessments
- Overall progression across year and key stage

Complaints:

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupil needs. All complaints are taken seriously and are heard through the school complaints procedure.

INSET (In-service training and educations)

All staff receives an induction and on-going professional learning opportunities. CPD is available to support their performance management and also develop their role in supporting pupils with SEND.

Multi agency working:

The school makes use of local specialist agencies including:

- Calderdale Inclusion Service
- The Educational Psychology Service
- Sensory Service (hearing/vision impaired pupils)
- Paediatric Therapy Service (Speech and Language, Occupational Therapy, Physiotherapy)
- Behaviour and Attendance
- Autistic Spectrum Disorder Service
- Children's Services Unit
- The Statement Support and Review Service
- Parent-Partnership Service
- Children Looked After in Education Service

- Special Schools
- Social Services
- Catholic Care

The school will also seek support from voluntary and private agencies as required.

Liaison with Parents/Carers:

The school works in partnership with parents of pupils in accordance with guidance in the 2014 SEND Code of Practice.

- If the class teacher has an initial concern about a pupil's progress parents will be invited to discuss this with the teacher at the earliest opportunity and be told of strategies in place to help their child.
- If a decision is being considered to move a pupil to School support, then parents will be asked for their views prior to any decision being made. Parents will be fully informed of any additional programme in place for their child. At this stage parents will be told about the parent-partnership service.
- Parents views will be sought when a pupil's PSP is being drawn up and suggestions as to how these can be supported at home will be given.
- Parents are invited to each review and their comments recorded.
- In terms of Annual reviews, parents' comments are sought prior to the review report being drafted and incorporated into the final report.

Transition Arrangements:

- Transition reviews for Year 6 pupils are held, where possible, in the Summer Term. The appropriate secondary school SENDCo would be invited to Annual Reviews. Additional transition arrangements may be made at these reviews e.g. extra visits etc.
- For a child with a full statement a Transition Plan is written in conjunction with SSRS and the SENDCo at the Secondary School.
- A Transition form is completed for each pupil showing details of education attainment and placement at School Action or above.

The Transition form and copies of pupils' most recent PSP would be forwarded directly to the appropriate SENDCo before the end of each summer term.

Signed _____ Chair of Academy Council

Date November 2018