

St. Mary's Catholic Primary School



Inspiring Children to love
learning and live in the
light of Christ

**SEND (Special Education Needs
and Disability) Policy**

Our Ethos

At St Mary's Catholic Primary School, we aim to provide all children with a broad and balanced curriculum, at the centre of which is Quality First teaching.

We believe all children are unique, and that all teachers are teachers of children with Special Educational Needs (SEND)

Our ethos is aimed at enabling children with SEND to maximise their potential, be included fully in our school community and make a successful transition to secondary school and into adult life.

We place the rights of children with SEND at the heart of school policy and ensure that children and parents are involved with decisions taken about the education they receive.

We strive to ensure that each pupil be fully integrated into the life of the school and be given every opportunity to develop self-confidence, self-esteem and independence.

This policy is based on the Special Educational Needs and Disability (SEND) Code of Practice, 2014, which gives practical guidance to schools on how to implement their statutory responsibilities in relation to children with SEND from 0-25 years

SEN policy and the Law

Definitions of Special Educational Needs (SEND) taken from section 20 of the Children and Families Act 2014.

- A child or a young person has a SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- A child of compulsory school age or a young person has a learning difficulty or disability if they:
 - have a significantly greater difficulty in learning than the majority of others of the same age; or
 - have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. 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.

The Equality Act 2010.

This act makes it unlawful for the responsible body of the school to discriminate, harass or victimise (directly or indirectly) against a pupil or potential pupil:

- In relation to admissions
- In the way it provides an education for its pupils
- In the way it provides pupils access to any benefit, facility or service
- By excluding a pupil or subjecting them to any other detriment.

The Act defines a disability as when a person has 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.

How do we identify children with Special Educational Needs?

At our school, we believe that it is the teacher's responsibility to meet the needs of all children in their class. However, if a pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area of weakness, then the pupil may be identified as having Special Educational Needs (SEND). We also recognise that children may have SEND either throughout or at any time during their school career.

According to the Code of Practice (2014, section 6.17) teachers should make regular assessments of progress for all pupils, seeking to identify pupils making less than expected progress. This can be characterised by progress which:

- Is significantly slower than that of their peers starting at the same baseline.
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap

Special Educational Needs may relate to one or more of the following broad areas of need:

- Cognition and Learning
- Communication and interaction □ Sensory and/or physical needs
- Social, emotional and mental health difficulties

However, in practice, children may have needs that cut across all these areas and their needs may change over time.

Our Aims and Objectives

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff”

(Special Educational Needs and Disability (SEND) Code of Practice, 2014: 6.36)

At St Mary’s Catholic Primary School we aim to provide high quality teaching, differentiated for individual pupils, as the first response to children who have, or may have, SEND.

In making provision for children with SEND our aims are:

- To create a learning environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for, from the earliest possible age.
- To ensure that all partners in the process of meeting a child’s needs understand and fulfil their responsibilities.
- To ensure that all teachers are teachers of children with SEND, and in particular that all school staff understand and fulfil their roles and responsibilities in providing for children with special needs.
- To have the highest expectations of the progress in learning which can be achieved by all individual pupils, regardless of their individual needs.
- To enable all children, including those with SEND, to have full access to all elements of the curriculum, and to maximise their learning and achievement.
- To ensure that parents and carers are able to play a part in supporting their child’s education, and are involved from the outset through information gathering and early discussion.
- To ensure that our children have a voice in deciding how their needs might be best met.
- To ensure that all necessary resources are made available to meet pupils individual needs.
- To inform parents about the local authority’s information, advice and support service.

Educational Inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and strive to put these into practice through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision we respect the fact that children:

- have different educational and behavioural 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

Teachers respond to different children's needs by:

- Providing support for children who need help with communication, language and literacy.
- Planning to meet children's individual learning needs by recognising a wide range of teaching styles, including the kinaesthetic approach to learning, and using a wide range of teaching and learning strategies.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping children to manage their emotions, particularly during trauma and stress, so that they are able to participate fully in the learning opportunities which the school offers.

Children with SEND at St Mary's will be given the opportunity:

- To work on a differentiated programme of tasks across the curriculum if appropriate
- To experience success
- To be included
- To have the confidence to attempt any task
- To enjoy the learning process
- To learn and progress from their mistakes
- To measure their success from a personal baseline and not against that of their peers
- To have full access to the National Curriculum.

The Graduated Response to SEND in our school

Early identification of special needs is vital. The school will inform parents or carers at the earliest opportunity to alert them to concerns about a child's progress or additional needs, and we seek to work in partnership with them, as it is our belief that they are the 'experts' on their child.

The SEND Code of Practice 2014 recommends a 'graduated response' on the part of schools, based on the *assess, plan, do and review model*, through which the provision for the child intensifies over time if they continue to struggle to make progress, despite increasing levels of support. It may involve more frequent review and more specialist expertise in successive cycles. The aim is to improve the experience and outcomes of school for all pupils, ensuring high quality teaching and learning.

How do we assess our children?

We use a variety of methods to continually assess and review children, including formal and informal assessments, classroom observations and notes. The class teacher, working with the SENCO will assess where a child is not making adequate progress, despite high quality teaching targeted at an area of weakness. They will draw on evidence from a clear analysis of a pupil's need such as:

- teacher's assessment and experience of the pupil;
- information on pupil progress, attainment, and behaviour;
- individual's development in comparison to their peers;
- the views and experience of parents;
- the child's own views;
- advice from external support services.

In some cases, we also employ the services of an outside teacher from the Specialist Teaching Service School, who is able to undertake more detailed profiling and assessments of individual children's learning needs, and help us plan strategies that are tailor made for each child. Parents' permission will always be sought before additional assessments, and feedback will be available.

Outside experts such as Speech and Language therapists, Occupational Therapists, Early Intervention Service and an Educational Psychologist are available for further assessments where necessary. School will aim to involve a specialist where a child continues to make little or no progress, or to work at levels substantially below those expected, despite SEND support.

Assessments will be reviewed regularly to monitor progress and plan future provision. Parents will be provided with clear information about their child's progress and next steps, and will be offered alternative, longer appointments at Parents' evenings to discuss these. For some children, a Personal Learning Plan (PLP) is also used to record, share and monitor individual targets. All children who have an EHC Plan from the LEA will have a PLP as this provides clear targets and strategies for all adults working with the child, is a useful link between home and school, records details of additional or different provision made for the child over time, and can form part of regular discussions with parents to keep them informed of their child's progress. These also form the basis of the Annual Review.

How do we plan for our children?

If a child has been identified as having a special educational need, SEND support will be initially planned by the class teacher. In consultation with the SENCO, they will plan the support or intervention needed to help the child make progress, and plan a review date. Specific, short term targets will be set, which are achievable and measurable. Sometimes this support may be recorded in a Personal Learning Plan, but more usually will be documented in a class provision map and monitored by the SENCO. Most of our intervention programmes for English and Maths have baseline entry assessments, and monitor progress regularly throughout and at the end of the programme. Records are kept on an intervention monitoring sheet, or a programme specific format.

All teachers and support staff working with the child will be made aware of individual needs and strategies required, and this information will be recorded on the child's pupil passport.

Who does what?

The class teacher is responsible for working with the pupil on a daily basis, and for overseeing any interventions involving group or 1:1 work. They will work closely with any specialists to support interventions, and plan how these can be linked to classroom teaching. The SENCO will support the class teacher with problem solving, and further assessment of the child's needs.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's teacher for other flexible arrangements to be made. Teachers are responsible and accountable for the

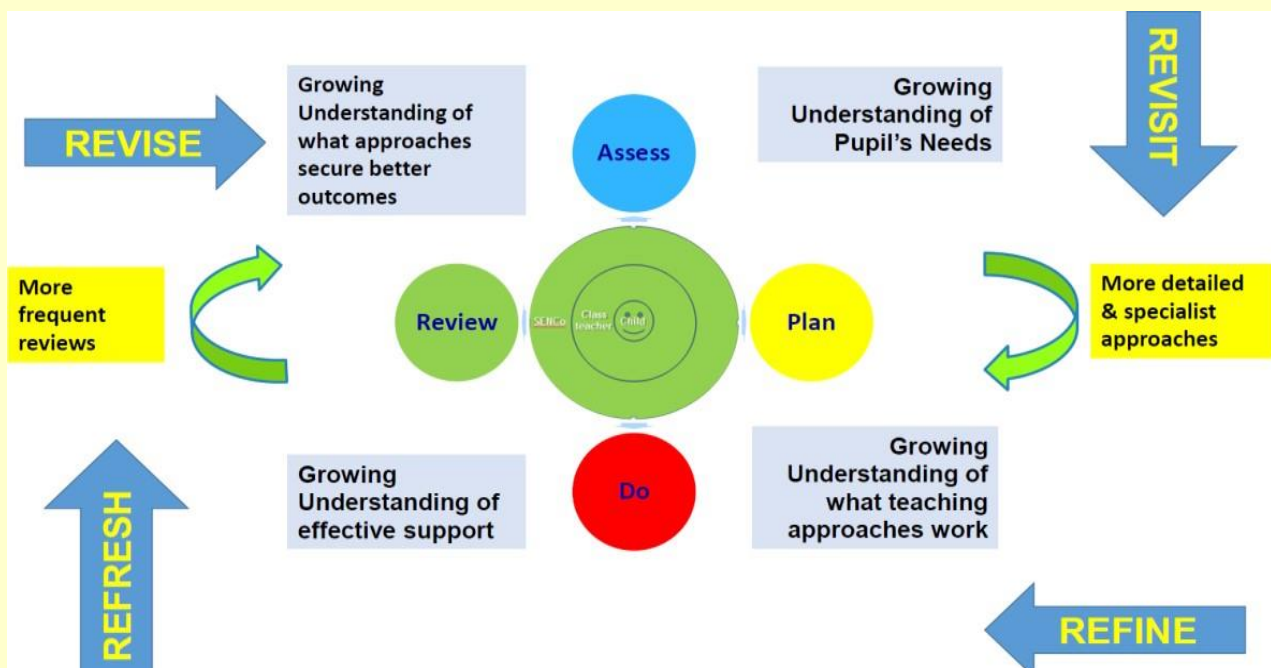
progress and development of the pupils. However, in order to maximize learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs.

How do we review our children with SEND?

Each cycle of intervention and support will be carefully reviewed to evaluate the impact on the pupil's progress, and against targets set. We firmly believe in a partnership approach to learning so the views of the parents and pupil will be sought, and meetings will be held at least once a term, but may be more frequent.

Progress will also be carefully monitored through formal school tracking systems, and pupil progress meetings where the Head, SENCO and class teacher review progress.

The class teacher, working with the SENCO, will review and adjust the support in response to the pupil's progress, and share this information with parents.



Requesting an Education, Health and Care Needs Assessment

The majority of children with SEND will have their needs met through our system of school support; however, some pupils may require an EHCP needs assessment for the local authority to decide whether they require an EHC plan.

This plan replaces the old Statement of Special Educational needs.

If after advice from the Educational Psychologist or other professionals, the school and Parents consider that help is needed from outside the school's resources, the SENCO completes the form requesting an Educational and Health Care (EHC) Assessment by the local authority Special Educational Needs and Disabilities Review Service (SENDAR). Papers are forwarded to the SENDAR Case Officer for the school who, with the Panel, will decide whether to proceed. Should the Panel decide against, it is then up to the school to look again at provision for the child and to formulate new strategies. Parents also have the right to appeal.

If the Panel agrees to proceed with assessment the SENCO and school's Educational Psychologist prepares further documentation about the child, which is sent to SENDAR, where, in consideration with similar documents from other involved professionals, an EHC plan is considered. The whole assessment process should be no longer than 20 weeks, during which the views and wishes of the pupil and parent should be fully taken into account.

If the outcome is successful, the SENCO and class teacher, in conjunction, will draw up a PLP to meet the objectives set out in the Statement. This will usually be reviewed half termly, and there is a legal obligation to hold a formal review annually.

Outcomes for Children with SEND

The extra help the school offers will enable a child with SEND to:

- Reach their full potential
- Achieve their personal best
 - Make progress
- Feel valued and included
 - Enjoy school

The Role of the SENCO

In our school the Special Educational Needs and Disabilities co-ordinator (SENCO):

- Manages the day to day operation of our SEND policy
- Maintains the SEND register
- Co-ordinates and monitors provision for children with SEND, and maintains a Provision Map which shows the range of additional support provided for pupils in our school through the Graduated Response
- Supports and advises colleagues
- Maintains records of children with SEND
- Monitors all Personal Learning Plans, and attends some PLP review meetings where necessary
- Chairs Annual Review meetings, and prepares the Annual Review/ EHC proforma.
- Acts as a link with external agencies and support services
- Monitors and evaluates the SEND policy, and reports to the governing body
- Manages a range of resources, both human and material, to enable appropriate provision to be made for children with SEND
- Monitors the effectiveness of intervention programmes and maintains evidence.
- Monitors the progress of all children on the SEND register
- Contributes to the professional development of all staff, in relation to understanding and meeting the needs of pupils with SEND.

The Role of the Headteacher

The Headteacher is the named 'responsible person' for ensuring that the needs of pupils with special educational needs are met. She oversees and line manages the work of the SENCO. In particular cases the Headteacher may liaise with external agencies and the LEA. The Headteacher ensures all those who teach a pupil with an EHC Plan are aware of the nature of the statement.

The Role of the Governing Body

The governing body has due regard to the SEND Code of Practice when carrying out its duties towards all pupils with SEND.

At St Mary's Catholic Primary School, we have a named SEND governor, who does their best to ensure all pupils with SEND are catered for and that the SEND Code of Practice is followed.

The governing body does its best to secure provision for any pupil identified as having SEND. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the Local Authority and other schools when appropriate, and report annually to parents and carers on the success of the school's policy for children with SEND needs. The governing body ensures that carers or parents are notified of any decision by the school that SEND provision is to be made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with SEND. This governor liaises with the SENCO and ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel, and the effectiveness of this policy.

Allocation of Resources

The Headteacher and the SENCO are responsible for the operational management of the specific and agreed resourcing for SEND provision within the school, including the provision for children with EHC plans.

The headteacher informs the governing body of how the funding allocated to support SEND has been used.

Partnership with Parents and Carers

The school seeks to work closely with parents and carers in support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers, who have much to contribute to our support for their children. We aim to take account of the wishes, feelings and knowledge of parents at all stages, and balance these with the best provision we can make for each child.

Through termly review meetings we share the progress of pupils with SEND with their parents. We will discuss outside specialist support, and where possible arrange for parents to have an opportunity for feedback from specialists.

Additional and comprehensive information can also be found on the DCSF parent booklet on SEN ' Special Educational Needs- A guide for Parents and Carers (2009) available online at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190545/DCSF-00639-2008.pdf

This guide provides detailed information about parent's statutory rights. A copy can also be obtained from school.

Concerns

The school seeks to deal swiftly with any concerns, and encourages parents to speak to the teacher and the SENCO in the first instance. In addition, parents can raise concerns at school by requesting a meeting with the Headteacher or the SEND Governor, or can follow the school's complaints procedure.

If a complaint is not resolved parents can also get advice from the local Parent Partnership Service Please contact:

Warwickshire Parent Partnership Service
Canterbury House
Exhall Grange Campus
Easter Way
Ash Green
Coventry CV7
9HP

wpps@family-action.org.uk

024 76366054

A copy of the local authority SEND policy is available at <http://www.warwickshire.gov.uk/sen>