

St. Mary's Catholic Primary School
Special Educational Needs and Disability Policy

Date: September 2016

Person Responsible: Mrs K Evans (SENCO)

Review Date: September 2017

Definition of Special Educational Needs and Disabilities

The 2014 Special Educational Needs and Disabilities Code of Practice for 0 to 25 states that: -

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her, namely provision from or additional to that normally available to pupils of the same age.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she :

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision should be matched to the child's identified SEND. Children's SEND are generally thought of in the following four broad areas of need and support :-

- 1) Communication and Interaction.
- 2) Cognition and Learning.
- 3) Social, Emotional and Mental Health.
- 4) Sensory and/or Physical needs.

We consider what is NOT SEN but may impact on progress and attainment:-

- Disability – may not always mean that a child has SEN
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

- Being a child of a Serviceman/woman.

Additionally identifying behaviour as a need will no longer be an acceptable way of describing SEN but an underlying response to need.

A child with SEND should have their needs identified as soon as possible.

The views of the child should be sought and taken into account

Children with SEND should have full access to a broad, balanced and relevant education.

Parents and carers will be invited to work in partnership with the school to address the needs of pupils with special educational needs or disability.

The school will effectively include pupils with learning difficulties in the three main ways:

- 1) By setting suitable learning challenges.
- 2) By responding to pupils' diverse learning needs.
- 3) By overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school therefore is following the National Curriculum guidance for Inclusion.

Special Educational Provision means:

Education provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

We believe that all children have the right to participate in the full range of activities on offer at the level appropriate to their development. It is our intention to meet the needs of all children attending school through a structured system of planning, assessment and record keeping linked to the National Curriculum. Children with SEND will have access to the curriculum through carefully planned activities provided to encourage meaningful learning. Some children will receive extra teaching support according to their level of need. Whenever possible, support will be classroom based. However, it may be necessary to withdraw small groups of children to provide specific skill based teaching. As an inclusive community we are committed to developing inclusive cultures, policies and practices. These are maintained and developed by the Special Educational Needs Co-ordinator (SENCO) in collaboration with the Senior Leadership Team, liaising with the SEN Governor, parents and families.

Identification and Action to be taken

The Graduated approach

The Graduated response to SEND is a model of action and intervention in schools and early education settings to help children who have been identified as having Special Educational Needs/Disability. The approach recognises that there is a continuum of SEN/D. Where necessary, increasing specialist expertise should be sought in order to provide better support to cater for the difficulties that a child may be experiencing.

When a class teacher identifies that a pupil has SEN/D – the class teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum offered:

The class teacher remains responsible for working with the child on a daily basis. If necessary the SENCO will plan future interventions for the child and liaise with colleagues to monitor and review any action necessary.

SENCO and the class teacher, in consultation with parents may ask for help from external services and a referral made. The class teacher and SENCO are provided with advice or support from outside agencies.

SEN Support should take the form of a cycle through which planning takes place to ascertain the need. Once the need has been identified specific support and targets are put into place. These actions are revisited, refined and revised with a growing understanding of the pupil's needs and how the interventions are impacting on the progress of the child.

Monitoring and Target Setting of children with SEND

We aim to identify children with special needs and/or disabilities at the earliest opportunity and ensure that the appropriate support is in place to support learning.

We maintain our inclusive values, shared between all staff, pupils, governors, parents, carers and outside professionals so that all pupils are enabled to achieve as much as they can and derive the maximum benefit according to their individual needs. The ways we have created this are:-

- Teachers plan lessons, which include every child.
- Establishing systems and structures within the school to enable us to manage the needs of all pupils.
- We have a non-class based SENCO who ensures that inclusive practices are consistent throughout the school to meet the needs of all pupils.
- We have an SEND register to include all children who have statements of SEND or who receive additional school support. Additionally we have Provision Maps for each Year group which details the type and nature of support offered. The register and Provision Maps are updated each term in line with the Pupil Progress meetings held by the Senior Leadership Team with the class teachers.
- Each term IEPs are up-dated by the class teachers with support from the SENCO. The SENCO will then meet with the parents of children with IEPs to review and confirm the new targets.
- IEPs will only be written for children who need additional and different teaching from the differentiated curriculum plan.
- Targets set in the IEPs will be regularly monitored by Teachers and/or Teaching Assistants with the SENCO. Teachers are responsible for ensuring these are addressed.
- Each class teacher is provided with an SEND file. This holds the latest reports relating to children with SEND in their care.

Confidentiality

The confidential nature of SEND is understood by all staff members. Files and reports will be held and used only by those concerned for the benefit of the child and family.

Statutory Assessment

A statutory assessment may be deemed necessary by the school if there is convincing evidence, despite all the extra support within school and by external agencies, to prove that the child is still not making progress with at least 20 hours of extra support.

Schools must consult with parents and all outside agencies involved through a TAC (Team around a Child) meeting before requesting a statutory assessment. The Local Authority will always ask for the levels of academic attainment and the rate of progress. After deciding to make a statutory assessment the LA must seek parental, educational, medical, psychological and social services advice. If the evidence is not substantial enough to warrant a statutory assessment the parents will be notified. The school will continue the provision as set by the SENCO in liaison with the class teacher and outside agencies.

Education Health Care Plan

If a statutory assessment were to be accepted then the LA would look at the evidence and a panel would decide upon the objectives and hours of support necessary for the child. This would inform the nature of the Education Health Care Plan (EHCP). Targets and provision would be set out within the EHCP, formulated by the LA, to meet the child's specific educational / medical needs. The EHCP would be reviewed at least once per year at the Annual Review Meeting. At this meeting the child's progress is considered and targets are reviewed and agreed for the next year. This process begins with the gathering of evidence from the parent, child, class teacher and teaching assistant.

Roles and Responsibilities in Maintained Mainstream Schools

Provision for pupils with special educational needs and/or disability is a matter for the school as a whole.

In addition to the governing body, the school's head, the SENCO and all other members of staff have important responsibilities.

- There is an SEND Governor who will monitor the SEND provision. At St Mary's the Governor is Sister Chris Bendin. The SENCO and SEND Governor meet regularly to discuss SEND within the school and any new developments within the field of SEND.
- The Headteacher has overall responsibility to make sure the policy for SEN is carried out.
- The SENCO is responsible for assessing pupil's progress, providing resources and support programmes and managing the Teaching Assistants.
- The class teacher must differentiate work to make it accessible to all children. The class teacher will share targets with the pupil and teaching assistant. The class teacher will review targets with the SENCO each term and new targets will be shared with the parents.
- The Teaching Assistants will require clear guidance on which children they will be working with. They need to be provided with appropriate resources/programmes and clear guidance from the teacher and or SENCO.

School Admissions and Inclusion

St Mary's will admit pupils with already identified special educational needs, as well as identifying and providing for pupils not previously identified as having SEN/D.

Transition of pupils with SEN

Arrangements will be made to support the transition of pupils between schools.

- Records will be transferred and staff will be available to discuss individual pupils in order to ease the transition.

Pupil Participation

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child. The child will be involved in writing the targets on the IEP and assessing their own progress. The SENCO will discuss progress with the individual children each term. Children with a statement/EHCP will be asked to participate both in writing and by participating in the Annual Review meeting.

Principles of inter-agency working for children with SEN

- The SENCO will make a referral if outside agencies need to be involved.
- The child identified with SEN/D will be referred to the specific agency who will then make an assessment and write recommendations for the school and parents to follow.

Gifted and Talented Children

Gifted and Talented Children will be recognised by the class teachers and discussed with the SENCO. Teaching will be differentiated appropriately in order to challenge and extend their existing knowledge. Talented children will be encouraged to attend appropriate clubs either at school or in the community. The Gifted and Talented Register will be revised at least termly. Targets will be set to extend these children further. Greater use will be made of Secondary school resources and personnel.

Resources

The school has a variety of resources for SEND. Support materials can be found in the SEND resource room, and there are a variety of phonic games and ICT resources in the classrooms. Structured interventions will be set up by the SENCO and outside agencies. Such interventions will be carried out by the Teaching Assistants in the school with individuals and groups of children.

SEND Funding

The Governing Body ensures that the school allocates a percentage of the budget to SEND, depending on the number of children requiring additional help. This is spent on resources, training and the Teaching Assistants. The Governing Body ensures correct provision and funding is allocated to those pupils with statements/ EHCPs.

Working in Partnership with Parents

Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LA and others. This is important in enabling children and young people with SEND to achieve their potential.

Parents hold key information and have a critical role to play in their children's education.

Parents will be informed once the class teacher and the SENCO have decided on the action to be taken to help the child with their learning difficulties. They will look at the targets each term set for their child on the Individual Education Plan (IEP) and their views will be listened to and taken into account. Parents will be encouraged to support their children in order to reach the agreed targets. Parents will be given copies of the IEPs and reports from outside agencies.

The Governing Body will ensure that parents of children with SEND know the correct procedures to take should they wish to make a complaint.

Review of Policy

The SEND policy will be reviewed according to the following success criteria:

- 1) Any new advice or guidance being published by the Department for Education on The New Code of Practice.
- 2) Parents' involvement will be monitored.
- 3) Children's involvement will be monitored.
- 4) Individual programmes and group programmes will be monitored.
- 5) IEPs will be monitored each term through discussions with the SENCO, class teacher, the child and the parents.

SEND INSET (In-service education and training)

The Governing Body will ensure that all staff are fully trained in matters regarding SEND.

The SENCO will attend appropriate courses and conferences as they arise.

The SENCO will attend regular meetings arranged by the Local Authority advisory service.

Teachers and Teaching Assistants will attend SEND courses, which interest them and have a particular bearing on children they are supporting.

The SENCO will organise training and development of teaching assistants

Governors will be informed of Special Needs issues at Curriculum meetings and in termly Headteacher's reports.

The SENCO will be a member of the Senior Leadership Team.