



## **ST MARY'S CATHOLIC PRIMARY SCHOOL**

### **SEND POLICY**

**2022-2023**

**DATE: - September 2022**

**SIGNED BY CHAIR LGB: - .....**

**DATE OF NEXT REVIEW: - Autumn 2024**

**REVIEW FREQUENCY:- Bi-annually**

## **ST MARY'S CATHOLIC PRIMARY SCHOOL SEND POLICY**

St Mary's School endeavours to give all children the best educational opportunities within a Catholic Christian Community that values the individual recognises the worth of each person and welcomes everyone.

### **INTRODUCTION**

This policy has been written in line with the 'SEND Code of Practice' (DFES, 2015); 'Safeguarding Disabled Children and Young People Practice Guidance 2017' and 'Threshold Guidance for Children with a Disability'.

The SEND Code of Practice can be found on the Department for Education's website at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

This policy is to be read in conjunction with our policies on *Equalities, Accessibility, Safeguarding and child protection*. The SEND policy pervades all curriculum policies in the school. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

### **DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

The Special Educational Needs and Disability Code of Practice (DFES, 2015) 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.' A child has a learning disability or difficulty if he or she 'has a significantly greater difficulty in learning than the majority of others the same age.' A disability would hinder a child from accessing activities and learning that others of the same age could.

Special educational needs may relate to one or more of the following areas of need:

- Communication and interaction;
- Cognition and learning;
- Social, mental and emotional needs;
- Sensory and/or physical needs;
- Medical conditions;

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.

## **STATEMENT OF AIMS AND ENTITLEMENT**

We believe that every child is entitled to full access to the Foundation Stage and National Curriculum, including children who are especially gifted as well as those who have particular difficulties.

We aim to work, with the LA and Multi-Academy Trust, to ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any special educational need. We are committed to inclusion, meeting individual needs, and the provision of the highest quality for all students and the efficient use of resources.

We aim to identify special needs at the earliest opportunity and consider partnership with parents and guardians to be important at all times. We will take account of the views of all relevant agencies and the views of the child.

We are committed to increasing the extent to which disabled pupils and adults can participate within school life and plan continual improvements to the school's provision for pupils with special educational needs through the Accessibility Plan.

We encourage mutual respect and consideration as part of the ethos of our school. All pupils are valued and we work to "promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others." (National Curriculum, 2000).

## **EQUALITIES STATEMENT**

The Equality Act (2010) recognises nine protected characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity (hereafter referred to as the protected characteristics).

The Equality Act (2010) also identifies seven types of discrimination, direct discrimination, associative discrimination, discrimination by perception, indirect discrimination, harassment, harassment by a third party and victimisation.

St Mary's Catholic Primary School acknowledges the Equality Act (2010) and the Public Sector Equality Duty 2011.

We understand our duty to every member of the school community to ensure they feel safe, secure, valued and of equal worth. At St Mary's Catholic Primary School, equality is the key principle for treating all with respect and dignity and exercising our duty with relation to the nine protected characteristics. We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community.

## **EQUAL OPPORTUNITIES & INCLUSION**

It is part of a whole school strategy to promote the inclusion and 'effective learning for all pupils'. We endeavour to make every effort to achieve maximum inclusion of all pupils (including those with SEN) whilst meeting pupils' individual needs. Teachers provide learning opportunities for all the pupils within the school environment and provide materials appropriate to pupils' interests and abilities. This ensures that all pupils have a full access to the National Curriculum. We use the guidance given in the National Curriculum document to support inclusion

## **PARTNERSHIP WITH PARENTS/CARERS**

The school works in partnership with parents. This is a school priority in line with the SEN Code of Practice. We work to enable and empower parents and carers by;

- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for their child which take into account the whole child
- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- Making parents and carers aware of the parent partnership services
- Providing all information in a 'parent friendly' and accessible way

## **MANAGEMENT OF SEN WITHIN THE SCHOOL**

We recognise that all members of staff are teachers of children with special educational needs. The Head Teachers and the Governing Body have delegated the responsibility for the day-to-day implementation of the policy to the Special Educational Needs Co-ordinator (SENDCO). All members of staff are aware of their responsibilities towards pupils with SEN, whether or not pupils have an Education, Health, Care, Plan or are placed on the SEND Register at SEN Support (K), a positive and sensible attitude is shown towards those pupils.

In line with the recommendations in the revised Code of Practice the SENDCO is responsible for:

- Overseeing the day-to-day operation of this policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers
- Managing learning support assistants
- Overseeing the records on all children with SEN
- Liaising with parents of children with SEN
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

The SENDCO is responsible for keeping the Head Teachers and the Governor with responsibility to SEN fully informed. This will take place at regular intervals throughout the year at least once a term.

## **ADMISSION ARRANGEMENTS**

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Please refer to the admission policy for further information.

## **IDENTIFICATION AND ASSESSMENT**

We accept the principle that pupil's needs should be identified and met as early as possible. The SENDCO works closely with the school Senior Leadership Team and attends regular meetings. The school adopts the levels of intervention as described in the SEN Code of Practice.

The code outlines a 'graduated approach' formed of four actions (assess, plan, do, review), to ensure effective support through decisions that are revisited and refined. There should be a clear set of expected outcomes, which include academic and developmental targets, and provision should be accurately recorded. Teachers remain responsible for progress.

We adopt the following procedures for identification and assessment:

- The analysis of data including initial assessment in the, Pre-Key stage Levels, Engagement Model, Early Years, Foundation Stage Profile, entry profiles, and of key stage SATs, reading ages.
- Following up parental concerns.
- Tracking individual pupil progress over time.
- Liaison with feeder schools on transfer.
- Information from previous schools.
- Information from other services.
- Pupil Progress Meetings (termly)

For some pupils a more in depth individual assessment may be undertaken by the school. This may take many forms e.g. a reading assessment, an observation of the child, working 1-1 on some aspect, a specific questionnaire.

For some pupils an external agency may be involved in assessment and identification of need.

## **CURRICULUM ACCESS AND PROVISION**

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. The following additional support may be provided.

- In class support for small groups provided by a Teacher or TA
- Small groups withdrawal with Teacher, TA or Tutor
- Individual class support / individual withdrawal by LSA
- Further scaffolding of resources
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Children who are at risk of under achievement, or who are not making expected progress are identified and tracked through pupil progress meetings. Their needs are initially met through quality first teaching and they may be provided with extra support as above. The teachers liaise closely with parents to ensure that attainment and progress gaps are closed.

All pupils who are on our SEN register will have an individual pupil profile which celebrates their strengths, identifies areas of need, and documents the support they receive. These pupil profiles will be written in conjunction with the parents and the pupil themselves where appropriate so that they have ownership of the process. Targets will be clear and reviewed termly.

## **MENTAL HEALTH AND WELL-BEING**

At St Mary's, we aim to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students. As a school we aim to:

- Promote positive mental health in all staff and students
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to students suffering mental ill health and their peers and parents/carers

**Please see mental health flow chart for more details**

## **EDUCATION, HEALTH AND CARE PLANS**

Children who have significant educational needs or disabilities will undergo assessment. An Education, Health and Care Plan (EHCP) details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. This is drawn up by the local authority after an EHC Needs Assessment of the child or young person has determined that an EHCP is necessary, and after consultation with relevant partner agencies. For pupils with an EHCP, provision will be in line with the recommendations on the EHCP, and they too will have an individual pupil profile. The EHC plan will be reviewed annually.

## **REQUEST FOR AN EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT**

The school will request an EHCP Needs Assessment from the local authority when, despite an individualised programme of sustained intervention within SEN Support, the pupil remains a significant cause for concern. An EHCP Needs Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past Action Plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum progress data
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports

- Any other involvement by professionals

An EHCP will normally be provided where, after an EHCP Needs Assessment, the local authority considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for an EHCP Needs Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in an Action Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

EHCPs must be reviewed annually. The local authority will inform the Head Teacher at the beginning of each school term of the pupils requiring reviews. The SENDCO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- A representative of the SEN Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the SENDCO or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage Phase transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENDCO will complete the annual review forms and send it, with any supporting documentation to the local authority. The school recognises the responsibility of the local authority in deciding whether to maintain, amend, or cease an EHCP of SEND.

## **LOCAL OFFER**

Local Authorities in England are required to set out in their Local Offer information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives parents more choice and therefore more control over what support is right for their child. The local offer can be accessed via [www.suffolklocaloffer.org.uk](http://www.suffolklocaloffer.org.uk)

## **LINKS WITH EDUCATION SUPPORT SERVICES**

We aim to maintain useful contact with education support services. For pupils with on school support SEND Level (K), any one or more of the following agencies may be involved.

- Educational Psychology Service
- Special Education Service
- Early Years Support Team
- Speech and Language Therapy
- Occupational Therapy

The SENDCO will maintain links with other SENDCOs through the SENDCO network meetings.

## **LINKS WITH OTHER SERVICES**

Effective working links will also be maintained with:

- Community Health Service
- Social Services Educational Welfare Service
- School Nurse
- Links with Other Schools/Integration Links

## **STAFF DEVELOPMENT AND TRAINING**

In order to maintain and develop the quality of our provision, all members of staff are encouraged to undertake training as appropriate. Input from external agencies is actively encouraged when a need arises.

## **RESOURCES**

The provision for SEND is supported by the delegated school budget.

The allocation of funds is deployed to support the implementation of this policy. The following principles have been identified to support this:

- Termly review of allocation of TA's and LSA's by the Head Teachers and SENDCO according to the needs of the children. SENDCO administration time to carry out duties specified in the SENDCO job description.
- Appropriate training of all members of staff.
- Resources to be purchased (as required) through the specific SEND budget.
- Application for High Needs Funding (if deemed necessary) for specific individual cases after rigorous assessment and production of evidence required from two cycles of the Graduated Approach of assess, plan, do, review.



## **MONITORING AND EVALUATION OF SEN PROVISION**

The effectiveness of our provision for pupils is identified as having special educational needs is carried out in the following ways:

- Classroom observation
- Work sampling
- Scrutiny of planning
- Teacher interviews
- Informal feedback from all staff
- Pupil interview
- Pupil tracking
- Pupil review meetings and records of review meetings
- Monitoring individual pupil profiles
- Insight Intervention mapping and note collation.

The monitoring of the impact and effectiveness of the provision is the role of the Head Teachers, SENDCO and SEN Governor. The SEN Governor will be monitoring the outcomes of the above in discussion with HT and / or SENDCO during termly meeting.

## **MONITORING OF POLICY EFFECTIVENESS**

We have identified the following success criteria to enable the Head Teachers, SENDCO, Senior Management team and SEN Governor to monitor and evaluate the effectiveness of the policy.

- The SENDCO has at least one termly meeting with the governor responsible for SEN
- The register is updated at least twice a year
- Pupil Progress Termly Meetings are attended by the SENDCO for ALL year groups.
- All concerns are followed up as soon as possible
- Parents are informed about all expressions of concern
- Pupils with individual pupil profiles have the targets reviewed a minimum of three times a year
- Pupils are aware of targets they need to achieve linked to the individual pupil profile
- Relevant members of staff are aware of pupil profiles and targets
- Individual pupil profile targets are SMART and written in accessible language
- Parents' are involved in target setting for the individual pupil profiles
- Parents' data collected from parents surveys / questionnaires parents express satisfaction with the provision made
- Teachers and support staff are aware of procedures
- All teachers' planning shows evidence of adaptations (where required)
- There is evidence of individual pupil progress over time
- SEN issues are included in staff development planning
- Teachers are aware of their responsibilities
- The SENDCO has an SEN action plan

## **COMPLAINTS**

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head Teacher. The Chair of Governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

This policy will be reviewed by the governing body annually or earlier if it is considered necessary.