



ST MARY'S CATHOLIC PRIMARY SCHOOL

SEN POLICY

DATE: - 22nd January 2019

SIGNED BY CHAIR OF LOCAL GOVERNING BODY: -

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DATE OF NEXT REVIEW: - Spring 2021

ST MARY'S CATHOLIC PRIMARY SCHOOL SEN 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 is to be read in conjunction with our policies on Equalities. The SEN 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.

Children have a learning difficulty if they:

- a. have a significantly greater difficulty in learning than the majority of children of the same age; or
- b. have a disability which 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 Authority (LA);
- c. are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

(The above definition of SEN is taken from the SEN Code of Practice 2014.)

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.

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

This policy has been updated in line with the SEN Code of Practice 2014 (which takes account of the SEN provisions of the SEN and Disability Act 2001). The government consultation on provision for children with SEN, Support and aspiration: a new approach to special educational needs and disability. It is part of a whole school strategy to promote the inclusion and 'effective learning for all pupils' (National Curriculum 2000). The governing body will review this policy in the light of any new legislation. 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

AIMS AND OBJECTIVES

The aims of St Mary's Catholic Primary School are based on the aims stated in the LA Policy for Special Educational Needs and guided by the SEN Code of Practice 2014 and any updates. 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 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).

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 Heads of School and the Governing Body have delegated the responsibility for the day-to-day implementation of the policy to the Special Educational Needs Co-ordinator (SENDSCO). All members of staff are aware of their responsibilities towards pupils with SEN, whether or not pupils have a statement of special educational needs. A positive and sensible attitude is shown towards those pupils.

In line with the recommendations in the revised Code of Practice the SENDSCO 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 SENDSCO is responsible for keeping the Heads of School 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 SENDSCO works closely with the school assessment co-ordinator. The school adopts the levels of intervention as described in the SEN Code of Practice.

We adopt the following procedures for identification and assessment:

- The analysis of data including initial assessment in the 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)

The SENDCO maintains a record of pupils identified through the procedures listed. This record is reviewed at least twice a year with individual teachers.

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

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual needs and to mark work and plan homework effectively.

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 TA
- Small groups withdrawal with TA
- Individual class support / individual withdrawal by LSA
- Further differentiation of resources
- 'The Hive' Nurture Group provision for children with SEN or SEBD (please refer to Nurture Group policy for more details)

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 be designated as school support and 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

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.

REQUEST FOR AN EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT

The school will request an EHC 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 EHC 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 EHC 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 EHC 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 SEN.

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

LINKS WITH EDUCATION SUPPORT SERVICES

We aim to maintain useful contact with education support services. For pupils on school support 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 SEN 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 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 SEN budget.

There is also an allocation each year which is reviewed annually and adjusted according to the SEN needs (see the school annual budget for exact amount).

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
- Provision maps

The monitoring of the impact and effectiveness of the provision is the role of the Heads of School, 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 Heads of School, 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

- 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 twice 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' weekly plans show evidence of differentiation
- 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 SEN 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 every two years or earlier if it is considered necessary.