

ST MARY'S CATHOLIC PRIMARY SCHOOL



Special Educational Needs and Disability Policy

This Policy was reviewed by the Governing Body: Autumn 2024

Next Review: Autumn 2026

St Marys Catholic Primary School

'Learning together in Faith and Love'

Mission Statement

'Learning together in Faith and Love'

St. Mary's Catholic Primary School exists to serve the Roman Catholic families of the Parish of Our Lady of the Holy Souls, Kensal New Town and other local parishes.

The aims of our schools are:

- To promote Christian values where pupils live, learn and celebrate the teaching of Christ.
- To provide a curriculum which is broad, balanced and meaningful and where pupils can experience enjoyment and fulfilment.
- To promote the highest standards of teaching and learning within the framework of the National Curriculum
- To develop in each pupil a sense of achievement, value and self worth and to achieve the standards of which they are capable.
- To help our pupils acquire the skills of independent learning and make sufficiently rapid progress.
- To provide a safe and secure environment where pupils feel valued, and where they respect, help and care for each other.
- To involve parents in all aspects of their pupil's education and promote good home/school partnership.
- To develop in our pupils awareness and respect for the different cultures and religions represented in society and their responsibility to the wider community.
- To foster the continuing development of staff, parents and governors in serving the community.

St. Mary's Values- these are the values that underpin all areas of our school community:

- Kindness
- Respect
- Tolerance
- Honesty
- Responsibility (for ourselves and our world)
- Co-operation

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Introduction

St Mary's Catholic Primary School has a named **SENCO (Mrs Magdalena Tusting)** and a named **Governor responsible for SEND (such Governor is appointed on a yearly basis)**. They ensure that the St Mary's Disability and Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **Code of Practice 2014**

At St Mary's it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential.

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory/physical

Principles from the SEND Code of Practice are:

- all pupils with **special educational needs** should have their needs met;
- the **special educational needs** of pupils are normally met in mainstream early education settings or schools;
- parents' views should be taken into account and the wishes of the pupil should be listened to;
- parents have a vital role in supporting their pupil's education;
- pupils with **disability and special educational needs** should get a broad, well-balanced and relevant education, including the foundation stage curriculum (for pupils aged 3 to 5) or the National Curriculum (for pupils aged 5 to 16);

So special educational needs could mean that a pupil has difficulties with:

- all of the learning in school;
- reading, writing, number work or understanding information;
- expressing themselves or understanding what others are saying;
- making friends or relating to adults;

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- behaving properly in school;
- organising themselves;
- any kind of sensory or physical needs which may affect them in school;
- any kind of physical or mental disability;

At St Mary's Primary we accept the definitions of Special Educational Needs as well as the principles from the New Code of Practice but also believe that pupils at the higher end of the ability range also have **special educational needs** and have the right to have those needs met.

The above needs will be met by the school through:

- Early identification of pupils' needs
- Gathering of relevant and important evidence, including from discussions with parents.
- Drawing up Learning Support Plans (LSPs) and reviewing outcomes termly
- Using LSPs to guide teacher's planning and focus support for the individual pupil.
- Teachers working closely together and with the SENco to ensure that the school's SEND provision is the best possible within budgetary constraints.

Role of the Disability and Special Needs Coordinator (SENco)

The responsibilities of the SENCO are:

- Day to day operation of the school's SEN policy;
- advising class teachers;
- Managing SEND provision for the school through the delegated school budget;
- Liaising with parents and outside agencies
- Overseeing the school's record keeping and data gathering for SEND
- Overseeing resources specifically purchased for SEND materials and equipment.

Identification of SEND

Reasons for a child being added to the SEN register may include the fact that they:

- Make little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Present persistent emotional or behavioural difficulties, which are not improved by the behaviour management techniques usually employed in the school.
- Have sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Have communication and / or interaction difficulties, and continue to make little or no progress.

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Initial identification is in most cases either due to class teacher or parental concern about a relative lack of progress on the pupil's part. Evidence is gathered through classroom observations, the pupil's work, assessment data, any other information on health or social problems, discussion with parents, including pupil's own views about their learning.

We feel it is important at this point to examine different perceptions of those concerned with the pupil and the wider context of the pupil's difficulties.

Procedures

The SENCO is consulted about any pupil for whom the class teacher has any concerns. A school record of pupils with SEN is maintained and updated regularly by the SENCO. Parents are informed of any action, which the school proposes to take.

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like.

They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs, the school and the Local Authority SEND Local Offer, including the arrangements made for children in our school with special educational needs.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings with them to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

The Nature of Intervention

The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments.

This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with a Learning Support Teacher or Teaching Assistant;

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- Regular system of assessing children's learning and monitoring the effectiveness of the interventions;
- Staff development and training to introduce more effective strategies;

After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised, differentiated programme in the classroom. Parents will continue to be consulted and kept informed by the class teacher of the programme taken to help their child, and of the outcome of any intervention/programme of support.

The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

The use of outside agencies

Outside agencies may become involved if a child continues to make little or no progress despite considerable input and differentiation of learning. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialists may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematical skills;
- has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group;
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning;
- despite having received intervention, the child continues to fall behind the level of progress and attainment of his peers.

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School Request for an Education Health and Care Plan (EHCP) (from September 2014)

A request will be made by the school to the Local Authority if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil;
- Records of regular reviews and their outcomes;
- Records of the child's health and medical history where appropriate;
- National Curriculum attainment levels in literacy and numeracy;
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist;
- Views of the parents;

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with EHC Plans be reviewed each half term in addition to the statutory annual assessment. When this coincides with transfer to secondary school, the SENco from the secondary school, will be informed of the outcome of the review.

Strategies employed to enable the child to progress will be recorded within an Learning Support Plan (LSP), which will include information about:

- The short term targets set for the child;
- The teaching strategies to be used;
- The provision to be put in place;
- How the targets will help the child in their learning;
- What they are responsible for;
- How the child can be successful;
- The review date of the plan;
- A copy of the plan and all reviews are stored on the school system and updated regularly by teachers and teaching assistants;
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs.

Allocation of resources

The SENco is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans.

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The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed. The Headteacher and the SENco meet annually to agree on how to use funds directly for the provision of pupils with SEND.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

Monitoring and evaluation

Reviews

A termly review takes place of the pupil's progress against their Learning Support Plans (LSPs). If the pupil met their targets, new targets will be set to ensure continuous progress. The targets should be specific and achievable within the term. Parents are invited to discuss their child's progress and the new LSP with the class teacher. They may also meet with the SENco if they wish. Pupils with EHC Plans have an annual review which is attended by parents, the class teacher, SENco and other professionals that have been involved with supporting the child, as well as representatives of the Local Authority Support Team. New targets may be set for the pupil.

The SENCO monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Learning Support Plans for children. The SENco and the Headteacher hold regular meetings to review the work of the school in this area. In addition the SENco and the named governor with responsibility for special needs also hold regular meetings.

Liaison with other schools

The school SENco works closely with all secondary schools for the smooth transition of pupils with SEND and to ensure that there is continuity and progression in provision for them. The SENco also liaises closely with the previous schools of pupils joining St Mary's Catholic Primary School in order that we can be immediately be aware of any special educational needs and quickly put a suitable programme of support in place.

Policy Success Criteria

- Pupils with SEND are thriving at school;
- Increased differentiation of the curriculum is provided to meet diverse individual needs;
- Staff understand the objectives of their curriculum planning for pupils with SEND;

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- Regular monitoring and reviews of individual needs is to take place with clear records kept of action taken;
- Good home/school communication is established and maintained;
- SEND Policy is regularly reviewed, updated and monitored;

This document links to the following policies:

- Accessibility Policy
- Equality, Diversity and Inclusion Policy
- Equality Objectives
- Supporting Pupils with Medical Conditions
- Positive Behaviour Management Policy