St Mary's Catholic Primary School

'Growing, loving and learning, in the arms of Mary.'

SEND Policy

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POLICY FORMATION

St Mary's Catholic Primary is an inclusive school, committed to the academic and personal development of all pupils regardless of their ability. We recognise the diverse and individual needs of all our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND), believing they have the right to have their needs recognised and addressed in order to achieve success.

St. Mary's acknowledges that all teachers are teachers of SEND, and therefore adopts a whole school Graduated Response to assessing needs and implementing appropriate provision. This Graduated Response also includes positive intervention: removing barriers to learning, raising expectations and accelerating levels of achievement. As a school, we also work in partnership with parents and other agencies to ensure that all of our SEND pupils have a positive educational experience.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

The Special Educational Needs and Disabilities (SEND) Code of Practice (DfES, 2015) states that pupils have a Special Educational Need or Disability if they have a learning difficulty or disability which calls for special educational provision to be made for them (DfES, 2015).

In practice, a child with SEND:

- has significantly greater difficulty in learning than the majority of children of the same age, or
- has a disability, which prevents or hinders him or her from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools
- is under the age of five years and falls within the definition of the above categories or is likely to later, if special educational provision is not made for the child **(Clause 20 Children and Families Bill 2014).**

It is important to note that pupils whose first language is not English are not recognised by the legislation as having SEND unless they have problems over and above that of their lack of familiarity with English.

Special Educational Provision means:

- For a child over two, it is educational provision which is additional to or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools in the area.
- For a child under two, educational provision of any kind.

KEY OBJECTIVES

With regard to the Revised Code of Practice (2015) for the Identification and Assessment of Special Educational Needs, St Mary's will:

- Promote an inclusive ethos with reference to the school's admission policy, the wishes of parents and the efficient education of other children.
- Continue to operate a fair and consistent procedure to identify those children with special needs and those with specific learning difficulties.

- Provide a system of assessment and diagnosis using all relevant information such as Early Years Assessment, Early Years Screening, Standardised Testing, teacher observation, professional judgement, Educational Psychologist assessment and assessment from outside agencies.
- Provide an appropriately broad and balanced curriculum which sets relevant and challenging targets in meeting identified needs.
- Record and celebrate achievement by monitoring individual progress.
- Regularly review and evaluate the effectiveness of the Individual Support Plans.
- Designate a Special Needs Co-ordinator to liaise between staff, parents and outside agencies so that school policy can be successfully implemented.
- Allocate sufficient resources – staffing and equipment, to meet the identified learning and physical difficulties of the children.
- Target and resource staff training needs.
- Encourage and maintain regular contact through dialogue and written reports as appropriate.
- Develop systems to ensure that the child's opinion is taken into account in any matters offering him/her according to their age, maturity and capability.
- Develop systems to provide opportunities for parents to record and contribute their opinions in the accessing progress, determining targets and outcomes.
- Adopt a graduated response which encompasses an array of strategies and provides for intervention at Quality First Teaching, School Support and Education Health Care Plan stages for children whose progress continues to cause concern.
- Specify the implications for meeting the special needs of children within all policy statements.
- Liaise with Playgroup, Nursery, Secondary, Special School staff and other professionals.

ADMISSION ARRANGEMENTS (also see Admissions Policy)

The admissions arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEND: those with a statement or EHCP and those without. The Early Years staff will gather relevant information from parents during home visits. Where a child has additional needs a meeting may be set up with the Special Educational Co-ordinator to ensure a smooth transition.

If the pupil is making a transition from another school, all the relevant paperwork will be gathered, including information from any agencies working with the child as soon as possible. A meeting may be set up between the school, parents and the SENDCo to aid a smooth transition and ensure that the pupil's needs are being met.

In addition, the SENDCo will work closely with Special Educational Co-ordinators from St. Anthony's and St. Aidan's or other Secondary Provisions, including inviting them to attend Year 6 Summer term Review Meetings with parents to share information, discuss children's needs and arrange extra transition days where necessary.

Where face to face meetings are not possible, contact will be made via telephone, email and/or virtual platform (such as Teams) to make sure there is a good understanding of the type of provision that is required.

PARTNERSHIP WITH PARENTS

As a school we are committed to every aspect of a child's education. St. Mary's will refer to the SEND Code of Practice (2015) when providing provision for pupils with special educational needs or disability, and will ensure effective communication with parents. Partnership with parents plays a key role in enabling pupils with SEND to achieve their potential, and parents are encouraged to become actively involved in their child's learning and progress. As well as regular Review Meetings, we aim to develop a supportive home environment which further aids the child's progress, encouraging parents to continue relevant aspects of the individualised learning programme out of school.

It is important that parents recognise that staff at school are available to discuss any problems or concerns which they may have. Parents can access impartial and confidential support, advice and information in relation to special educational needs from Sunderland SEND Information Advice and Support Service and the Sunderland Local Offer (See link on school Website).

IDENTIFICATION

Information regarding the identification of special needs children can be gathered from the following sources:

- Nursery liaison.
- Parental Information.
- Baseline Assessments.
- Early Years Screening.
- School on-going tracking and assessment including Pupil Progress meetings.
- Performance against age related expectations at the end of a Key Stage.
- Evidence from teacher observation and assessment.
- Manifestation of special needs as observed by class teacher and external agencies.

St Mary's will adopt a graduated approach of assess, plan, do and review, in line with the Code of Practice, encompassing an array of strategies and providing support for children whose progress continues to cause concern under the 4 broad areas of need:

1. **Communication and Interaction.**

This area of need includes speech, language and communication needs. Children may have difficulties with speech production, the understanding of language, expression of language or a combination of all three. This area of need also includes the social use of language.

2. Cognition and Learning

This area includes general learning difficulties, profound and multiple learning difficulties and specific learning difficulties. Specific learning difficulties may include dyslexia (difficulties with reading and spelling), dyscalculia (difficulties with number and calculation), and dyspraxia

(difficulties with motor planning). Children may have one or more specific learning difficulty or area of need, and have a 'spiky profile' of attainment with areas of both strength and areas of need.

3. Social, Emotional and Mental Health difficulties
This area includes children with an emotional, social or mental health need which is impacting on their ability to learn. Some children display challenging behaviours because of an underlying mental health difficulty, for example anxiety or emotional issues such as disordered attachment. Children with ADD (Attention, Deficit Disorder) or ADHD (Attention Deficit Hyperactivity Disorder) may fall into this area of need.

4. Sensory and/ or Physical needs
This area includes children with sensory impairments, such as hearing impairment, visual impairment, multi-sensory impairment and physical difficulties. Children with these difficulties may access support from the specific local team, which may be a combination of education and health services.

These children may not have 'learning difficulties', and their cognitive functioning may be average or above; however some children may also have associated learning difficulties.

SCHOOL DIAGNOSTIC AND ASSESSMENT PROCEDURE
In consultation with the SEND Co-ordinator and class teacher, diagnostic and formative procedures have been compiled.

Procedure
A variety of diagnostic and formative procedures will be used to assess the following areas:

- Specific learning difficulties.
- Language development and communication.
- Gross and fine motor skills.
- Analysis of reading skills.
- Analysis of spelling skills.
- Analysis of Visual Stress.
- Maths skills.

Children with Specific Learning Difficulties may have characteristics of both Dyslexia and Dyspraxia and may show a range of associated problems such as:

Low self-esteem.
Low motivation.
Poor concentration.
Difficulty following instructions.
Speed of processing.

Regular liaison is on-going between the Head Teacher, SENCO and class teachers.

Monitoring Pupil Progress
All teachers are teachers of pupils with special educational needs. As a result of monitoring children's progress teachers may conclude that the strategies they are currently using with a pupil are not resulting in the pupil learning as effectively as possible. In these circumstances, they will discuss with the SENCO what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed or further assessment may

be considered. Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

Three termly reviews of Support Plans take place during Autumn, Spring and Summer terms. Education Health Care Plan reviews are carried out annually.

The SENCO from St Anthony's and St Aidan's or other Secondary Provisions are invited to attend the Year 6 annual reviews.

CLASSROOM ORGANISATION

Class teachers use a variety of means by which they organise their classrooms to accommodate the individual needs of the child. Mixed ability grouping is used within Quality First Teaching to support the child's learning and to meet the demands of the curriculum. (see Curriculum Access Policy).

Where the curriculum is based on individual levels of achievement, especially in English and Mathematics, children may work in flexible groups or have individual programmes. Adaptive teaching is seen as essential for giving all pupils access to their curriculum entitlement.

Where children have specific needs, adaptive teaching is used to enable access to the curriculum at the appropriate level for the child. Children may also be provided with specialised resources to meet their specific needs. Individual support programmes will be prepared in consultation with the SENDCo, parental consultation and child's views as appropriate.

Quality First Teaching Provision

- Class teachers will be aware of and record child's difficulties using the stated information sources.
- Teachers will plan appropriately using different teaching strategies, group sizes and resources.
- Both SENDCo and Class Teachers will monitor progress and difficulties.

Building on Quality First Teaching Provision.

If a child who has access to adaptive teaching and continues to make little or no progress, or is working at a level below age expectations, this will lead to further intervention as identified on school Provision Mapping.

This may take the form of:

- Deployment of extra staff e.g. Support Assistants.
- Use of different learning resources
- Targeted daily intervention to support individuals and groups of children.
- Devising, implementing and monitoring an intervention programme
- Access to LEA Support Services for one off or occasional advice.
- A record of children receiving support will be kept on Provision Maps for each year group.

SCHOOL SUPPORT

School Support will be initiated if a child has failed to make progress in a specific area over a long period of time, continues working at National Curriculum levels substantially below that expected of children of a similar age or has an identified barrier to learning. At this point the child will be added to the school's Special Educational Needs register.

This may include:

- Involvement of relevant outside agencies such as Speech and Language/Occupational Therapists.
- Educational Psychology Service advice and assessments.
- Outside agencies involved in consultative discussions and assessments using information gained thus far.
- Setting of new and appropriate targets for the child's Support Plan.
- Statutory assessment may be requested with the agreement of parents, school and other agencies after an assessment planning meeting has been held.

STATUTORY ASSESSMENT

- A decision is made as to whether or not to assess the child for an Education, Health and Care Plan by the LEA in consultation with appropriate parties.
- The assessment is then carried out by the LEA who gain advice from parents and professionals involved in the child's care and support.
- If an assessment takes place then the decision as to whether an Education Health and Care plan is needed will be made by a panel of professionals.

Education Health Care Plan

- If an Education Health and Care Plan is to be issued then the draft plan will be forwarded to the parents.
- If agreement is reached upon the proposed Education Health Care Plan then it should be issued within twenty weeks from request for Statutory Assessment.
- Parents have the right at this stage to state preference for a maintained school and to make representation or hold meetings with the LEA.
- Parents must be given written notice of their rights of appeal to the tribunal.

An Education Health and Care Plan

If an Education Health and Care Plan is issued, school have the responsibility to:

- Ensure that the educational provisions of the plan or statement are met in consultation with other LEA agencies where appropriate, and to draw up a Support Plan, in consultation with appropriate agencies, for implementation.

- Ensure an Annual Review of the Education Health and Care Plan or statements and notify the LEA of any necessary changes.
- Work in close collaboration with parents.
- Ensure that the child's opinion is taken into account according to age, ability and maturity.
- Ensure that pupils with Education Health and Care Plans and Statements receive their entitlement to the National Curriculum and the whole curriculum which may be differentiated to suit specific needs.

A Person Centred Approach

At all stages parents will be involved and children's views will be sought.

At St Mary's we will encourage and support children to participate in the decision making process and contribute to the assessment of their needs, Review Meetings and transition processes whenever possible according to their age, maturity and capability.

SCHOOL PREMISES PROVISION (Please refer to the school accessibility plan in addition)
The school accessibility plan shows how access to school is to be improved for disabled pupils, staff and visitors within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable in relation to the Equality Act 2010.

SPECIFIC ROLES WITHIN SEND AT ST MARY'S

SEND Co-ordinator
The school's **SEND Co-ordinator is Mrs Anne-Marie Roddy**. Their job description contains appropriate responsibilities in relation to overseeing the day to day operation of the SEND Policy and provision within school.

Named Governor with Responsibility for SEND
The school's named governor is **Mr Ken Devlin** and he can be contacted through the school office. The SEND Co-ordinator meets regularly with the named SEND governor to discuss SEND within school. Working in co-operation with the Head Teacher the named governor and all governors should:

- Determine the school's general policy and approach to provision for pupils with SEND.
- Do their best to ensure that proper provision is made for any pupil with SEND.
- Monitor the school's provision for SEND by making note of the Head Teacher's termly report.
- Ensure that the school reports annually to parents on the effectiveness of the school's SEND Policy and for the school's admission arrangements for pupils with disabilities.
- Have regard to the Code of Practice when carrying out their duties towards all pupils with special educational needs.
- Be responsible for the allocation of resources to and between pupils with SEND.

Some of the above responsibilities have been delegated to the Head Teacher and named governor but the statutory responsibility remains with the Governing Body.

STAFF DEVELOPMENT AND INSET PROVISION
Staff training and development are linked with the needs of the school and the individual training needs of the co-ordinator. These will come about following consideration of previous inspections, action plans and identified staff needs following the annual audit conducted by the co-ordinator.

MONITORING AND EVALUATION
All co-ordinators as part of their job description should review annually their subject area and report using the agreed format to the Head Teacher and Governors.
The Governors are responsible for monitoring this policy in order to pinpoint shortfalls, difficulties and changes to the Code of Practice. This will be done on an annual basis.

This policy should be read in conjunction with the Special Educational Needs Code of Practice (2015), as well as the following school policies.
Behaviour Management Policy
Curriculum Policy
Equal Opportunities Policy
Health and Safety Policy
School Improvement Plan
Accessibility Policy

Compliments and Complaint Procedure
We hope that you will not have a need to complain, however if you did have a complaint regarding the SEND Policy please follow the school complaints procedure as outlined in the complaints policy.