

# St Mary's Catholic Primary School

## Policy for Special Educational Needs



**Date adopted: Spring 2024**

**Review date: Spring 2025**

**Staff responsible: Sarah Durand**

**Governor responsible: Bianca Johnston**

## **Mission Policy Statement**

We would like to be recognised by the quality and depth of respect and love which we show towards each other. Mutual respect and tolerance are central to our way of life at St. Mary's.

We appreciate the importance of the distinctive role our Catholic school plays in the community and consequently the Gospel values are central to every aspect of life at St. Mary's.

Our aims for the school community are as follows:-

1. To recognise that everyone connected with St. Mary's has a unique value in God's eyes which we should seek to develop and nurture.
2. To be a totally open and welcoming community.
3. To foster positive and caring interpersonal relationships between pupils, staff and parents.
4. To maintain a keen sense of justice, shared and encouraged by both pupils and staff.
5. To foster and encourage the development of the talents of all within our community.
6. To have a policy of caring for, and offering appropriate help to those with special or emotional needs.
7. To recognise and value our multi-ethnic community and to afford the time in order to appreciate other traditions and cultures.
8. To pass on Church teaching and to encourage a development of faith at each individual's level.

## **Section 1**

### **Compliance**

The policy complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under:

- articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25 (June 2014)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been created by the school's SENCO in liaison with the SLT, all staff and parents of pupils with SEND.

St Mary's is a caring community school welcoming of all. It is dedicated to high standards of achievement and behaviour. Learning is enjoyable and rewarding and the gifts and abilities of every child are recognised and nurtured.

The SENCO has responsibility for oversight all aspects relating to SEN. The SENCO is responsible for the day-to-day operation of the school's SEN policy; class teachers are responsible for the day to day planning and assessment of learning for all pupils including those with SEND.

St Mary's School is an inclusive school and offers a range of provision to support children with SEND in:

- communication and interaction
- cognition and learning difficulties,
- social, emotional and mental health
- sensory, physical or medical needs.

The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies and after the assess/plan/do/review cycle of quality first teaching and school interventions have been completed. Support is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

Every child, regardless of their needs, will be given the same opportunities as all children. However, children with SEND will have careful consideration given to them with an awareness given to their particular learning style or need.

This policy was developed through meetings with parents, discussed with all staff and presented to the Governing Body.

Mrs Sarah Durand is the SENCO. She is also the Deputy Head Teacher, DSL for Looked After Children and holds the post graduate qualification - The National Award for Special Educational Needs Co-ordination.

## **Section 2**

### **Aim**

At St Mary's School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and aim to achieve this through the removal of barriers to learning and participation. We endeavour for all our children to feel

that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational, emotional and behavioural needs and aspirations;
- require different strategies and styles for their learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

## **OBJECTIVE**

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice 2014
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs through high quality teaching
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work to implement the SEN Inclusion Policy
5. To provide support, advice and training for all staff working with pupils who have special educational needs

## **SECTION 3: Identifying Special Educational Needs**

We recognise the importance of early identification and aim to identify children’s special needs as early as possible. The skills and levels of attainment of all pupils are assessed on entry, building on information from their previous setting. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. As part of this process the needs of the whole child will be considered, not just the special educational needs of the child. The school also recognises that other factors may influence a child’s progress and attainment, but do not necessarily mean that the child has a special educational need. This might be:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress
- Attendance
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium grant
- Where there are safeguarding concerns/procedures in place
- Being a looked after child
- Being a child of Service personnel

A system of monitoring progress of the children takes place each half term. This identifies pupils who are not making expected progress and will include progress in areas other than attainment, such as social skills. All children are formally assessed at the end of each term and interventions are planned for the following term. The assess/plan/do/review cycle will gather evidence which informs the class or individual provision map and the impact of interventions and support.

Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need but should be seen as a form of communication that needs to be addressed. These children are monitored and supported accordingly. This could be through CAMHS, SALT, the community paediatrician, the school nurse, the GP or another appropriate outside agency. Any presenting behaviour that causes concern is reported to parents in accordance with the Behaviour Policy and recorded on CPOMs. School does, however, recognise that some “inappropriate behaviours” exhibited by children with SEND may not be wilful or deliberate but may be as a result of impulsive behaviours linked to a child’s individual needs and discretion will be used when Behaviour Policy sanctions are incurred. St. Mary’s advocates open and honest communication with all parents.

### **Promoting social, emotional and mental well-being:**

Children need to feel valued, confident and secure to make maximum progress in their learning. St. Mary’s school is committed to promoting the social, emotional and mental well-being of our pupils through a range of activities. These include:

- Social skills groups

- Whole school Zones of Regulation strategy using “The Colour Monster” by Anna Llenas Forest School

- Access to Wellbeing support through the Bromley Trailblazer Project

- The SENCO works closely with the Wellbeing Leader, Mr. Luke McNicholas, to support all aspects of wellbeing and mental health. The Wellbeing Lead has regular “Child of Concern” meetings with BromleyY who work directly with parents and support children in school through workshops and support for teachers. Wellbeing is a high priority within the school and regular events such as Hello Yellow day ensure that the profile remains high.

## **Section 4: A Graduated Response to SEN Support**

Class teachers / subject teachers are responsible and accountable for the progress and development of all the pupils in their class, including those with SEND.

St Mary’s regularly, and carefully, reviews the quality of teaching for all pupils including those at risk of underachievement. This includes reviewing, and where necessary, improving teachers’ understanding of strategies to identify and support vulnerable learners and their knowledge of the SEN most frequently encountered.

The school observes class teachers termly and all support staff annually. Children's books and class teacher planning is scrutinised regularly by the Senior Leadership Team.

High quality teaching in the children's classroom is adapted for individual pupils and is the first step in meeting the needs of any pupil who has or may have special educational needs; where concerns arise class teachers raise a SEND Cause for Concern document which is passed to the SENCO. Before special educational provision is made, the SENCO and class teacher will consider all the information from within the school about the pupil's progress, alongside national data and expectations of progress and in consultation with parents. The Bromley Banded Funding Guide is used to aid identification of need within the four categories identified by the Code of Practice 2014 (cognition and learning, communication and interaction, social emotional and mental health and sensory difficulties) with additional guidance for autism and specific learning difficulties. This can also be used to identify appropriate strategies to meet need. The SENCO may offer advice about effective teaching and learning strategies and interventions that may help to narrow the gap or accelerate progress. General advice from outside specialists may be sought.

**Assess:** If the pupil continues to face difficulties a more detailed formative assessment, facilitated by the SENCO, may take place.

**Plan:** Interventions based on the outcome of assessment are planned

**Do:** and delivered by appropriately trained staff. Support may take the form of additional in class provision or an intervention group to address a particular need.

**Review:** the effectiveness of the intervention will be monitored regularly by the class teacher, who is in turn monitored by the Inclusion Leader. Individual pupil targets will be reviewed as part of the school's cycle of progress monitoring.

### **Beyond the classroom**

The school recognises that for some pupils, including those with SEN, support is needed beyond the classroom - particularly during the social times of the day for children. Support is in place for children who can feel overwhelmed on the playground. There is a quiet area where children can spend quiet time with their friends and there are a number of structured activities and clubs for children to access. Staff actively encourage some children to participate in targeted lunchtime clubs, that are free of charge, in order to support them and these include:

- Funky Fingers
- Construction Club
- Gardening Club

If, despite support, children fail to make expected levels of progress or are unable to transfer their learning when the support is reduced, the decision may be made to place children on the SEN register, in formal consultation with parents.

## Managing Pupils on the SEN Register

Where longer term support is required or children have a diagnosis of need from an outside professional, parents will be contacted by the SENCO to discuss inclusion on the SEN register and what this means for the child. The SENCO, in consultation with the class/subject teacher, pupil and parents will draw up a support agreement which takes the form of inclusion on the class provision map.

All interventions are planned and monitored by the class teacher and delivered by staff who have had appropriate training. Records of interventions are kept through whole school, class and individual provision maps. The effectiveness of interventions is regularly monitored on a half termly basis, or more frequently for certain interventions. Individual pupil targets are where longer term support is required and/or children have a diagnosis of need from an outside professional. The SENCO can and may delegate responsibility to class teachers for informing parents of progress and interventions through the half termly parent teacher consultation meetings and this is recorded on the parent Consultation report document. The SENCO operates an open door policy and additionally is available for 1:1 meetings, either in person or via MSTeams, the week after parent consultation meetings with class teachers.

The SENCO, in consultation with the class teacher, pupil (if of an appropriate age and understanding) and parents will draw up a Pupil Support Plan to ensure appropriate interventions are in place - this plan is generally in verbal form.

**Assess:** should include detailed formative assessment to identify individual barriers to learning. This may involve assessment in school or assessments by an external agency. This may include a diagnosis.

**Plan:** advice and recommendations incorporated into Personal Support Plans drawn up by SENCO in consultation with Class Teacher, Parents and Outside Agencies. It will ultimately be the school's decision as to the appropriate targets written on the plan.

**Do:** Interventions put in place, following recommendations. They will be time limited and discussed at the termly Pupil Progress Reviews and also with Parents when reviewing the Pupil Support Plans.

**Review:** Effectiveness monitored and intervention adapted to meet individual need - further advice sought where necessary.

While the needs of the majority of pupils will be met from within the school's own resources, some children will have a higher level of need. Additional funding to support children is available from the Local Authority High Needs Block. To receive additional funding, the school needs to provide a costed provision map demonstrating how advice and recommendations from external agencies have been implemented over time, the outcomes of support and indicating how additional funding will be used to support the pupil in achieving desired outcomes. Additional funding is achieved at a local level through the application to LBB for a Funded Inclusion Plan and nationally through the Statutory Assessment having a successful outcome and an Education Health Care Plan being issued by the local authority. There are statutory processes

and guidelines which need to be adhered to and the process can be a lengthy one. When successful, the thresholds for funding are related to need and can be found in the Banded Funding Guide.

Where pupils require support from a range of agencies in addition to education, or require education in a specialist setting, an Education, Health and Care Plan will be required.

## **SECTION 5: CRITERIA FOR EXITING THE SEN REGISTER**

The SENCO will inform parents when their child no longer needs to be on the SEN register. This might take the form of a formal meeting i.e. Open Evening or a telephone call. The child will be monitored closely once they are taken off SEN register and should further intervention be required, in consultation with parents children are re-referred and returned to the register if necessary.

## **SECTION 6: SUPPORTING PUPILS AND FAMILIES**

Children are supported according to their needs. Support is provided on a basis of need and decisions are made on the individual/bespoke needs of the child. Support is reviewed on a regular basis and changes are made on the needs of the child at that time. Below is a list of agencies which support our children. This is not a definitive or exclusive list and will be adapted to the needs of the children at the school. There is also a link to the Local Authority's Local Offer which gives information about services and support that are available to Bromley Schools.

<http://bromley.mylifeportal.co.uk/lbb-local-offer>

We will work with parents and families from the beginning and involve them in all decision making, giving them the opportunity to share their views regularly.

Other agencies involved:

EYSENAT - Early Years SEN Advisory Team (Term 1 of Reception only)

SENDAT - Special Educational Needs Advisory Team (London Borough of Bromley)

Bromley Children's Project

Information Advice and Support - IAS (formerly the Bromley Parent Partnership) CAMHS

Occupational Therapy

Speech and Language Therapy

Educational Psychologist

Clinical psychology

Social and Communication Support Service

Community Paediatrician

Sensory Support

Social Services



School nurse  
Educational welfare service

It is through the Disability and Equality Policy that the access arrangements are monitored. It is reviewed annually and looks closely at all the access arrangements. The SENCO has responsibility for this policy and works closely with representatives from the SLT and Governing Body.

SEN support vulnerable children who are in the transition process. This could be from Key Stage to Key Stage or entry in or departing to or from St Mary's at any age.

This support may involve different agencies or a SENCO in a corresponding school. SEN Files are handed over at meetings or delivered to the secondary schools in July before the autumn term. At all stages of a child's learning journey, including for those children identified with SEND, we work in partnership with parents to ensure the best possible outcomes for children.

## **SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. The school currently follows the procedures given by the DfE. These can be seen at:-

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/306952/Statutory\\_guidance\\_on\\_supporting\\_pupils\\_at\\_school\\_with\\_medical\\_conditions.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf)

Some pupils may also have special educational needs and may have a statement or EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 0 - 25 (2014) is followed.

## **SECTION 8: MONITORING AND EVALUATION OF SEND PROVISION**

Regular and careful monitoring and evaluation of the quality of provision offered to all pupils is ensured by regular audits - including weekly and half termly evaluated provision, sampling of parent, pupil and staff views through regular dialogue, parent consultation meetings and the annual review process for parents of children with an EHCP.

The school undergoes an active process of continual review and improvement of provision for all pupils, which is regularly reviewed and challenged by the Governing Board.

We work with a range of external professionals to inclusively and fairly support our children including:

1. professionals who work for statutory services including under NHS and LA, e.g. professionals from these public bodies engaged in undertaking statutory work for the EHCP process;
2. professionals commissioned by school to undertake work (this includes independent professionals and LA traded services such as Eps and free of charge SEN advisory services);
3. professionals commissioned by parents.

**For the professionals from categories 1 and 2:** School work in full partnership with these professionals who provide advice and recommendations of support for individual children within the context of their setting. These professionals work in school collaboratively with staff and school observations are typically followed by advice directly for school professionals to consider, implement and integrate into their school systems for curriculum delivery. Staff implement their advice and recommendations fully and provisions are tracked and assessed regularly to ensure that reviews and the possible updating reports over time to reflect the impact and progress of pupils and this is this is appropriate as the school has a direct contractual arrangement with the professional to do this.

**For professionals from category 3:** All individual professional reports are reviewed and discussed in conjunction with other professional advice and recommendations available to the school and the family. This includes the detailed knowledge already gathered by the school team. The child's provision plan, and agreed interventions, will reflect these discussions and will be agreed and signed off by the SENCO and Senior Leadership Team. The support provided will reflect resources available to school and the needs and safety of all children.

For all professional advice from external partners the decisions about next steps within the SEND Graduated Approach (including any further work to identify needs, adaptations to teaching, reasonable adjustments and interventions) are made by the SENCO and in consultation with parents, within the context of the school's systems and provisions that are clearly laid out in the SEND Information Report.

## **SECTION 9: TRAINING AND RESOURCES**

SEN is funded from the Notional SEN budget allocated to all schools, based on prior school attainment and free school meals. This notional allocation allows for up to £6,000 of resources to be used for the support of any individual pupil. Additional funding may be available from the LA high needs block where it can be demonstrated that a pupil requires a higher level of support.

The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning. Where pupils present with rarer difficulties, staff access training and support from specialist teachers or therapists. All staff are actively encouraged to take advantage of training and development opportunities.

All teaching and support staff undertake induction training when taking up their post. This includes meeting with the SENCO to explain the systems and structures in place around to the school's SEND provision and practice, and to discuss the needs of individual pupils.

The SENCO regularly attends the LA SENCO Forums in order to keep up to date with local and national updates in SEND. The SENCO also attends local cluster group meetings to share good practice.

## **SECTION 10: ROLES AND RESPONSIBILITIES**

Describe role of:

- SEN Governor - Mrs Bianca Johnston - responsible for holding the SENCO and SLT to account for provision and outcomes for SEN children.
- The SENCO is line manager to the Teaching Assistant and Learning Support Assistants.
- The Head teacher, SENCO (also the Deputy head teacher), the Assistant Head teacher and an experienced High Level Teaching Assistant are designated adults responsible for Safe Guarding.
- The SENCO is responsible for managing school's responsibility for meeting the medical needs of pupils.
- The Business Manager is responsible for the funding for the Pupil Premium children and the SENCO is responsible for the attainment and achievement of those children.
- The Business Manager is responsible for the funding for the Looked After Children (LAC) and the SENCO is responsible for the attainment and achievement of those children.
- The Senior First Aider is responsible for meeting the needs of the children with medical conditions.

## **SECTION 11: STORING AND MANAGING INFORMATION**

All records are kept in a locked cupboard in the SENCO's room. All records are transferred to new schools when a child leaves St. Mary's.

## **SECTION 12: REVIEWING THE POLICY**

This policy is reviewed annually.

## **SECTION 13: ACCESSIBILITY**

### **Statutory Responsibilities**

Please refer to the Equality and Disability Policy for further information regarding accessibility of all pupils. There is direct reference to resources such as the Soundfield System and resources in place for vulnerable children.

Barriers to learning are removed through careful monitoring, quality first teaching, identification and interventions or referrals to other professional agencies.

Key members of staff can be contactable through school. If the direct email is not known then contact can be made through [admin@stmaryscp.co.uk](mailto:admin@stmaryscp.co.uk) and the email will be forwarded.

## **SECTION 14: DEALING WITH COMPLAINTS**

It is hoped that all positive and negative issues regarding SEN would be discussed and resolved with the class teacher. However, should a parent feel that wish to pursue a matter the SENCO should be contacted after the class teacher. If the matter continues to be unresolved the concern should be taken to the Head teacher. Finally, if the issues have not been resolved, the issue needs to be taken to the Clerk of Governors c/o [admin@stmaryscp.co.uk](mailto:admin@stmaryscp.co.uk)

## **SECTION 15: BULLYING**

See the following policies on the web site:

- Anti-Bullying Policy
- Safeguarding Policy

## **SECTION 16: APPENDICES**

This Policy needs to be read in conjunction with other school policies such as Safeguarding, Learning and Teaching, Meeting Medical Needs, Anti-Bullying and Behaviour, Policy for Remote Learning - COVID-19

This Policy will be reviewed annually by the Governing Body.