SEND Policy

Interim Headteacher: Mrs. Jane McNally
SENCo: Mrs. SJ Morrow
Date: October 2019

Next Review: October 2020
St Mary’s Catholic Primary School SEND Policy

This policy has been written as guidance for staff, parents and children at St Mary’s Catholic Primary School and details how we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs (SEN) and that those needs are known to all who are likely to work with them.

This policy complies with the statutory requirement laid out in the ‘SEND Code of Practice: 0 – 25 years’ 2015 and has been written with reference to the following guidance and documents:

- The Special Educational Needs and Disability regulations 2014, which sets out schools responsibilities for education, health care (EHC) plans, SEN coordinators (SENCOs) and
- the SEN information report.
- Equality Act 2010
- Part 3 of the Children and Families Act 2014 which sets out schools’ responsibilities for
- pupils with SEN and disabilities.
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Our Safeguarding Policy and Accessibility Plan (Please see our website for further details)

St Mary’s Catholic Primary School Inclusion Statement

At St Mary’s Catholic Primary School, we believe that all children have an equal right to a full and exciting education which will enable them to achieve their full potential. We provide a welcoming, safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced curriculum and enrichment activities provide opportunities for all children to achieve and succeed. Our teachers provide differentiated learning opportunities for all children and provide materials appropriate to children’s abilities, ensuring that all children have full access to our exciting and progressive school curriculum.

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 2015).

Policy Aims

The schools SEND policy sets out to achieve the following aims:

- To ensure that all pupils have equal opportunity to an exciting, balanced and relevant curriculum and are helped to reach their full potential emotionally, socially, academically, morally and spiritually
- Set out how our school will support and make provision for pupils with Special Educational Needs (SEN)
- Explain the roles and responsibilities of everyone in providing for pupils with SEN.
**Definitions**
A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.
They have a learning difficulty or disability if they have:
- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

**Objectives**
We aim to provide every child with a rich, varied and balanced education. Our starting point is the National Curriculum (2014) in line with the Special Educational Needs Code of Practice (2015). To secure high levels of achievement for all our objectives are:

1. To identify and provide for pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years’ settings prior to the child’s entry into the school.
2. All teachers are teachers of SEN, as such, adaptations and adjustments are made to respond to individual needs within Quality First Teaching and monitored by the Headteacher and SENCo.
3. To operate a ‘whole pupil, whole school’ approach to the management and provision of support for special educational needs. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
4. Support and make appropriate provision to overcome all barriers to learning and ensure all pupils with SEN have full access to the National Curriculum. This will be coordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are met and all pupils’ needs are catered for. All teachers are teachers of SEN providing First Quality Teaching.
5. To support staff in distinguishing between children who are underachieving compared to a child with a SEN to ensure that appropriate interventions and support is put in place.
6. To work with parents to gain a better understanding of their child, and involve them in all stages of their child’s education.
7. To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all our learners.
8. To really listen to our children and create a school environment where pupils contribute to their learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions and where they feel their emotional wellbeing is valued.

**Identifying special education needs**

The new SEN Code of Practice 2015 describes four broad categories of need:
- Communication and interaction
- Cognition and learning
- Social emotional and mental health
- Sensory and/or physical 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.
As a school, we identify the needs of pupils by considering the needs of the whole child.

In order to identify pupils with SEN and assess their needs we will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child’s previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Identifying behaviour as a need is no longer an acceptable way of describing SEN. Any concerns relating to child or young person’s behaviour should be described as an underlying response to a need which we will be able to recognise and identify clearly through our knowledge of each child.

**A graduated approach to SEN support**

- Teachers are responsible and accountable for the progress and development of the pupils in their class. A child’s class teacher plays the most important role in ensuring that all children can access quality first teaching daily.
- High quality teaching differentiated for the individual is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.
- The school carries out a rigorous monitoring schedule to ensure the quality of teaching for all pupils including those at risk of underachievement is of high quality. This includes reviewing and where necessary improving teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN support.
- When deciding whether to make special educational provision the class teacher and SENCo consider all the information gathered from within school about a pupil’s progress alongside national data and expectations of progress to evaluate whether to make special educational provision. This will include high quality formative assessment.
- If a child has a higher level of need the school draws on more specialised assessments from external agencies and professionals.
- The school implements an **assess, plan, do review** cycle.
  - Parents, families, children and young people are **involved fully** in this process through the sharing of information included in LSPs and external agency reports and recommendations:
    - We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:
      - Everyone develops a good understanding of the pupil’s areas of strength and difficulty
      - We take into account the parents’ concerns
      - Everyone understands the agreed outcomes sought for the child
      - Everyone is clear on what the next steps are
    - Notes of these early discussions will be added to the pupil’s record and given to their parents.
    - We will formally notify parents when it is decided that a pupil will receive SEN support.

There is now a single category of support for children with SEN, which is classed as ‘SEN Support’. As a school, we implement a graduated approach to manage pupils’ needs where we use a cycle of assessing, planning doing and reviewing to meet individual needs. We also ensure that each step of the cycle is clearly recorded.
My Plans (Learning Support Plans)

My Plans are used to identify needs, targets and outcomes to be achieved within an agreed time frame. The views and experience of parents and the pupil’s own views are also sought when the plans are being drafted by the class teacher supported by the SENCo.

Also, highlighted on these plans are the individuals who are responsible for updating and maintaining the records. Lines of accountability are made clear including the core expectation that the teacher holds the responsibility for evidencing progress according to the outcomes described in the plan. The plans show the interventions the children have received since being on the SEN register and are reviewed in accordance to time frames specified on the plans. Class teachers in collaboration with the SENCo decide on the most appropriate level of provision to be outlined on the plans. If provision in school is unable to fully meet the needs of a pupil, we draw on additional advice and support from specialist services (for instance Speech and Language Therapists, Educational Psychologists etc.) Written referrals need to be completed as and when appropriate to call in outside agency support, parents are fully informed about this process and are kept regularly updated.

As a school, when appropriate there is sometimes a need to evidence that a child is receiving the full allocation from the schools national SEN budget and that the child’s needs are such that further funding is required. Additional funding and support is then accessed from the LA High Needs Block.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil’s progress.

Assessment of a child’s needs and support will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil’s area of need, we will consider involving specialists, including those secured by us or from outside agencies. At St Mary’s, we may involve specialists at any point to advise us on early identification of SEN and effective support and interventions. We will always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The pupil’s parents will always be involved in any decision to involve specialists.

Education, Health and Care Needs Plan

A pupil will be considered for an Education, Health Care Plan (EHCP) by the LA (Local Authority) when, over a period of time, satisfactory progress is still not evident and the level of required provision cannot be met solely through the school’s own resources. The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. In order to inform its decision, Warwickshire local authority will expect to see evidence of the action taken by St Mary’s as part of SEN support. Information will be gathered relating to the current provision provided, action points that have been taken and the outcomes of targets set. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an Education Health Care Plan.

Further information about Education Health Care Plans can be found via the Warwickshire SEND local offer assessments page: [http://www.warwickshire.gov.uk/send](http://www.warwickshire.gov.uk/send)

The school will comply with all local arrangements and procedures when applying for higher needs block funding and an EHCP. All prerequisites for applications will be met financially through ambitious and proactive additional SEND support.
Those pupils who already have a Statutory Statement of Need (pre September 2014) will be eligible for an EHCP Transfer at the end of the Key Stage, which will be reviewed on an annual basis.

The EHCP will be officially reviewed on an annual basis.

**Monitoring and evaluating the effectiveness of SEN provision**

As a school, we regularly and carefully monitor and evaluate the quality of provision for those children with SEN by carrying out reviews of systems and through gaining parent, pupil and staff views. These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision. We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after a minimum of 6 weeks
- Using pupil questionnaires and interviews
- Regular termly meetings with parents of children with SEND.
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

**Supporting pupils at school with medical conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they 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. Some may also have SEN and may have a Statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. Care plans are also put in place to meet children’s individual medical needs. These plans are monitored and updated in line with IPM reviews.

**Supporting pupils and families**

Our school operates an open door policy and we welcome any discussions or concerns you or your child have regarding their education and time at St Mary’s. Families of children with SEND can find out more information at:

- https://www.warwickshire.gov.uk/send
- SENDIAS (Special Educational Needs, Information, Advice and Support Service)
- The Family Information Service
  https://content.govdelivery.com/accounts/UKWARWICKSHIRE/bulletins/1fdd258
- The School’s SEN Information report
- Asking our school SENCo for Signposts to outside agencies such as SALT, Early Help

Our Admission arrangements can be found on the school website.

**Training and resources**

Provision for SEN is funded through the school’s budget. To maintain and develop the quality of teaching and provision all staff are encouraged to undertake training and development. Staffs needs are continually audited by subject leaders and during performance management reviews. All staff are made fully aware of the SEN systems and structures that are in place in school to meet all pupils' needs. Staff are involved in CPD sessions to keep them informed of new initiatives and updates in policies. The SENCo’s across the MAC regularly attend LA meetings to keep up to date with local and national updates in SEN.
Roles and responsibilities

The Local Governing Body has identified a Governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. This role is undertaken by xxxxxxxxxxxxx. The Head of School/Interim Headteachers will keep the governing body informed about the special educational needs provision made by the school, through holding meetings and completing reports. The SENCo and the Headteacher will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school’s special educational needs policy. The SENCo and Headteacher will identify areas for development in SEN that will contribute to the school’s development plan. All teaching and non-teaching staff will be involved in the formulation of the SEN policy. SEN termly reports are also produced and challenged by the Board of Directors.

Storing and Managing Information

All paper documents are stored in secure cabinets that can be locked. Access to these documents can be obtained through the School Sancho or Head. All members of staff have personal logins with passwords to access information stored on electronically. All reports created by outside agencies are sent via a secure link.

Accessibility

As a school, we are continually reviewing our practice and provision to ensure that we are eliminating barriers to learning. Strategies to do this are identified on the School Development Plan and/or on Subject Leaders Action Plans. As a school, we increase and promote access for disabled pupils to the school curriculum by tailoring resources, equipment, adult support and the use of pre-teaching and outside agency specialist support. This covers teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits. The school also has an accessibility policy in place which is updated annually.

Dealing with complaints

Our school operates an open-door policy. Your first point of contact is your child’s class teacher, who is usually available at the start and end of every school day. In addition, our SENCo Mrs SJ Morrow and Headteacher are here to listen to your concerns. If you are not satisfied that your concern has been addressed, you may also contact the SEN Governor via the school office.

Safeguarding

Please refer to the schools’ safeguarding policy to see how school safeguards the needs of all children including those with SEND.

Policy Development and review

This policy has been developed by Mrs Sarah-Jane Morrow, our school’s Special Educational Needs Coordinator (SENCo) in conjunction with the Head of School Mrs R. Greenway and interim Headteacher, Mrs. Jane McNully. Mrs Morrow has recently been awarded the National Award for SEN Coordination (NASENCo) and her role is to:

- Manage the day-to-day operation of the SEND policy
- Co-ordinate of the provision for and manages the responses to children’s specific needs
- Supports and advises colleagues and practitioners
- Together with the SENCo support team, oversees the records of all children with SEND.
- Acts as a link with parents, carers, teachers and children
Acts as the link with external agencies and other support agencies
Monitors and evaluates the SEND provision, reports to the Governing Body
Manages resources to enable appropriate provision to be made for children with SEND
Contributes to the professional development of all staff

Appointments can be made via the school office to see Mrs Morrow or Mrs McNally, in her absence.

**Review.**
The SEN policy will be reviewed annually and will be approved by Governors. It will also be updated if any changes to the information are made during the year.
The next review date is October 2020.