

## **POLICY FOR SPECIAL EDUCATIONAL NEEDS**

### **School Mission Statement**

At St. Mary's Catholic School we:

Live our lives as Jesus taught us  
Work hard together to achieve our best  
Respect each other and the world around us  
Have fun and enjoy learning!

***'Happy are those who hear the word of God and keep it.'***  
***Luke 11:28***

We at St Mary's Catholic Primary School are committed to meeting the special educational needs of pupils and ensuring that they make progress. In line with our mission statement,

#### **We aim to achieve this by:**

- Ensuring full access to the Foundation Stage, National Curriculum 2014 and R.E.
- Effective early identification of SEN and appropriate intervention through using appropriate teaching methods.
- To support children to make the best progress of which they are capable
- Identifying pupils of all abilities who are underachieving and acting upon this.
- Liaison with outside agencies which actively support SEN pupils.
- Partnership with parents/carers in meeting the needs of their children.
- Maintaining appropriate records and monitoring pupil progress.
- Making the best use of available resources.
- Providing inclusive learning opportunities for all our pupils.
- Continue to develop a whole school approach to meeting the needs of pupils.

We accept the definition of SEN as outlined in the Education Act where the term SEN refers to those children who experience difficulty in learning in comparison to their peers. At St. Mary's we are also concerned with the emotional, behavioural and physical aspects of our children's education.

***"All children and young people are entitled to an education that enables them to make progress so that they:  
Achieve their best,  
become confident individuals living fulfilling lives  
make a successful transition into adulthood, whether into employment, further or higher education."***

From the new *Special Educational Needs and Disabilities (SEND) Code of Practice* (relating to part 3 of the Children and Families Act 2014), paragraph 6.1:  
**[www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)**.

Our policy reflects the statutory requirements and the actual practice of our school. It also complies with the SEND Code of Practice 0-25 (2014.)

We at St. Mary's Primary School aim to cater for the individual learning needs of each child whilst also recognising the need for specialist provision to ensure access to all aspects of the curriculum for all children.

### **School Equality:**

It is the responsibility of all teachers and other staff, to ensure that all children irrespective of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination, have access to the whole curriculum and make the greatest progress possible. We also recognise that stereotyping is a form of discrimination and we work hard to challenge this. At St. Mary's we have a Disability and Equality policy which is reviewed annually and we have a committee who complete annual audits.

### **Good practice for children with special educational needs is good practice for all children**

The SEN Co-ordinator is a member of the SLT and is responsible for the co-ordination of all matters relating to special educational needs.

The Governing Body takes an active part in the activities of the school and has appointed a Governor with responsibility for SEN, who has oversight of the special educational needs provision in school and has to ensure the full governing body is kept informed of how the school is meeting the statutory requirements.

The Headteacher and SENCo work closely with the SEN Governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCo and Headteacher identify areas for development within SEN and contribute to the school development plan. The SENCO co-ordinates provision for SEN support and Education Health Care Plan (EHC plan) pupils.

All teaching and non teaching staff have responsibility towards special educational needs. Collectively they are responsible for differentiating the curriculum for all children including those with special educational needs and then monitoring progress. All teachers work closely with the SENCo and Teaching Assistants in order to maximise the chances of success for all children including those with SEN.

### **Admission Arrangements:**

Pupils with SEN will be admitted to St. Mary's Primary School in line with the school's admission policy. The school welcomes pupils irrespective of their ability and anticipates that the needs of most pupils will be met within existing school provision. The school is aware of the statutory requirements of the SEN and Disability Act and meets the Act's requirements.

The school building is on more than one level but where necessary, the school will endeavour to accommodate the needs of those who have a physical impairment. At St. Mary's, our facilities for disabled pupils or parents include ramps and a disabled toilet. (See our Equality and Disability policy and our Local Offer.)

### **Identification and assessment arrangements:**

The school uses the stages advised by the revised SEND Code of Practice (2014) as the basic organising provision. A register of all pupils identified as having special educational needs is kept by the S.E.N. co-ordinator in consultation with the class teacher.

All teachers have a key role in monitoring all aspects of pupil performance and, in particular the identification of pupil needs. Parents are kept informed at all stages.

- Initially the class teacher may discuss a pupil's need with the SENCo and makes special arrangements in class. This may involve grouping, seating, extra work in a particular area, a special programme of work, modified tasks or extra adult attention.
- At 'SEN Support' the teacher may make more detailed arrangements, drawing up a School Support Plan (SSP) in consultation with the SENCo. In addition, external advice may be sought and there may be some direct input from a specialist teacher or specialist teaching assistant and/or the Educational Psychologist. At this stage, children will usually be included in Intervention Groups.
- Where a child's needs cannot be met solely by the arrangements described above, the SENCo will make a request for more formal assessment or additional support by the L.E.A. If the child's needs are such that the L.E.A. believes that additional resourcing is to be provided then the child could be awarded an Education Health Care Plan (EHC plan), which if issued will outline the provision to be made. When formal assessment is sought a Common Assessment Framework (CAF) will be compiled and submitted to the LEA CAF team, if one is not already in place.

**Assessment is central to our planning for all pupils. Through assessment we:**

1. Analyse the child's needs and strengths;
2. Clarify the child's needs for different kinds of approaches or resources;
3. Provide for those needs, whilst continually assessing the child's progress.

School adopts the "assess, plan, do, review" model for any intervention.

All teachers and Teacher Assistants monitor the progress and attainment of pupils with SEN as part of their role. They ensure that the SENCo is kept informed of any concerns. Whole school pupil progress meetings are held half-termly.

Assessing special educational needs is a step to understanding and providing for the child's needs and monitoring the child's progress. Particular use is made of teacher assessment as well as:

- Pre-school/Nursery profiles
- Baseline assessments
- Foundation Stage Profiles
- SATs
- Optional SATs (QCA)
- PIVATS
- Numeracy and Literacy assessments
- Pupil progress meetings and professional dialogue
- Analyse School Performance

**Co-ordination:**

The SENCo is responsible for a range of actions including:

- Overseeing the day-to-day operation of the school's SEN policy

- Liaising with other members of staff in coordinating the provision for pupils with SEN.
- Keeping a register of pupils with S.E.N. and updating this
- Supporting teachers in writing SSPs and assessing pupils progress
- Monitoring records and SSPs
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents/carers and external agencies
- Liaising with early years providers and other schools
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Working with the head-teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Liaising with the S.E.N. governor and preparing appropriate reports
- Supporting inclusive opportunities for pupils
- Organising and chairing reviews for EHC plan children
- Organising applications for EHC plans

### **Inclusion:**

The D.f.E. and the L.E.A. see inclusion as a central element in improving standards for pupils with S.E.N. and for all pupils. We support the move towards inclusion and particularly with regard to:

- Awareness and monitoring of groups at particular risk
- Early intervention
- Provision mapping
- Attendance and punctuality
- Recognition of signs of disaffection
- Maintenance of a successful Behaviour policy
- Provision of behaviour support and Nurture group

### **Review Procedures:**

For pupils at "SEN support" there will be a SSP in place and these are reviewed termly. Parents are encouraged to discuss the SSP with the teacher.

Where a child has an EHC plan there will be, at the minimum, an annual review carried out by the school in conjunction with the L.E.A., to which parents and external agencies are encouraged to attend. However more informal reviews are held during the year to monitor progress and inform the provision.

In all cases where a SSP is in place, a copy is forwarded to parents to encourage their involvement and support.

### **Access to the curriculum:**

All pupils within the school follow the full school curriculum, including the National Curriculum 2014. The provision and delivery of the curriculum is matched to the pupils' level of ability. At St. Mary's Primary School, we believe that appropriate differentiation is key to achieving success. Planning for pupils with S.E.N. is integral to all planning and classroom approaches include:

- Making learning situations as realistic and meaningful as possible
- Breaking work into small steps so that pupils can experience success
- Using practical work where possible
- Using co-operative work for pupils to develop learning and social skills
- Emphasising conversation and discussion in learning
- Considering concentration of pupils
- Planning the written demands made on children
- Use of I.C.T. resources as appropriate
- Encouraging the children to become as independent as possible in their learning
- Use of any resources that would assist access to the curriculum
- Behaviour plans in place if needed
- Consideration of learning environment
- Nurture class available if needed

SEN children have full access to a range of extra-curricular activities in line with all pupils.

### **Integration:**

Pupils with SEN are an integral part of the school. Support for pupils will take place both within the classroom or out of the classroom when careful listening is required, or when attending Intervention Groups or Nurture. Where pupils come into the school with an EHC plan every possible step will be made to integrate them fully into the school community.

### **Allocation of resources:**

The school spends its delegated SEN money in a number of ways including:

- TA support
- Resources for SEN provision
- Specialist teacher support
- SEN assessments
- Speech and language therapy
- Counselling
- Nurture

### **Staff development:**

SEN matters are incorporated into all staff development and the SENCo attends professional development courses as relevant. The School's SENCo regularly attends the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

Governors ensure they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head and SENCo.

The SENCo is kept fully up to date with matters concerning special educational needs through training and cluster meetings. This is then shared with the Head and any relevant staff. In addition the SENCo develops her skills through attending meetings with specialists and wider professionals.

### **Arrangements for consideration of Complaints:**

Should a parent or carer have a concern about the special provision made for their child they should discuss this first with the class teacher or SENCo. Where a parent/carers is not

satisfied with the outcome, the parent should address the matter to the headteacher or the SEN Governor. If the matter remains unresolved then it is recommended that the parent seek involvement from the Parent Partnership provision.

**External staff visiting the school:**

At St. Mary's Primary School there is provision for input from:

- Educational Psychologist
- Counselling service
- The Service for Visually Impaired
- Speech and Language Therapist;
- Inclusion Solutions
- SEND service
- Key Parenting
- PDVS
- SENCo from feeder High School

Input is also accessed from other agencies as required, including the school nurse and Social Services.

This work is co-ordinated by the school's SENCo and integrated into the whole school.

**Links with other schools:**

St. Mary's has good links with local nurseries, primary schools and high schools. If pupils transfer to other schools relevant information will be passed on to their staff so that they are kept fully informed of the needs of individual pupils recorded on the SEN register. If it is thought appropriate, an early review will be held and a representative of the new school invited to ease the transition. All Year 6 children with identified special needs have access to a review to which the high school SENCo is invited and then a rigorous transition programme is put into place.

**Partnership with Parents:**

The LA local offer is displayed on the school's website. Parents/carers are valued and their contribution in terms of identification and support for pupils with SEN is fully recognised. Parents/carers are kept fully informed when their child has special educational needs and they are encouraged to attend reviews, support the development of individual approaches for their child and provide help at home wherever possible. Children are also actively encouraged to attend their reviews. Parents/carers are always welcome to discuss any matter relating to their child's progress and they contribute to the 'working together' documents. The arrangements described in the policy to keep parents/carers informed about matters relating to special educational needs are additional to the standard methods of reporting and consulting available for all parents.

**Supporting pupils at school with medical conditions:**

The school has a policy on managing the medical conditions of pupils. St. Mary's recognises that pupils at school with medical conditions should be properly supported so that they have full access to the curriculum, including school trips and physical education. The school complies with its duties under the Equality Act 2010.

### **Evaluation of Success of the Policy:**

The current policy will be fully reviewed each academic year. In determining future policy and provision all staff will be involved in discussion, the progress of pupils on all stages of the register will be reviewed and parents/carers invited to comment. Governors will discuss progress and an annual report be made available to parents/carers.

In particular the success of the policy will be measured against the objectives stated at the start of this policy and use will be made of the following indicators:

- Pupils identified as early as possible
- Pupils make good progress against the targets set for them
- Some pupils taken off the register as a result of intervention
- Where formal assessment is undertaken, some pupils receive an EHC plan
- Support staff are effective in raising the achievement of SEN pupils in school
- Pupils enjoy their schooling and are proud of their success
- Parents/carers express satisfaction with what is provided

### **Governors:**

The Governing Body has responsibility for the school's range of policies. The Head teacher reports to the school governors about the curriculum and policies relating to each subject area, as well as policies relating to the wider school.

**This document was last reviewed June 2018**

**This document will be reviewed June 2019**

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- **SENCO: Mrs J Williams** Tel: 01772 729881
- **Chair of Governors: Mr Gerard Oakes**
- **Special Needs and Disability Governor: Mrs Katherine Taylor**
- **School website: [www.lea-st-marys.lancs.sch.uk](http://www.lea-st-marys.lancs.sch.uk)**