



“Called to Love as God Loves”

**St.Mary’s R.C Primary School
Special Educational Needs and
Disabilities (SEN/D) Policy**

Our Mission Statement.

St. Mary's is a Catholic school. It reflects Christian values in all areas of school life and provides a caring environment in which each child is seen as individual. The whole staff aims to educate each child to his or her full potential, academically, physically and spiritually. We try to do this in an atmosphere of love, understanding and tolerance.

'Catholic schools, inspired by the teaching of Jesus Christ, should as a matter of policy, warmly welcome pupils with special needs. Jesus Christ showed special concern for the poor, the sick and the handicapped and we should welcome into the school community, pupils with special needs' (Diocese of Salford: Schools commission 3/91)

1: Introduction:

- 1.1 This policy was reviewed and updated in September 2020 in line with the SEND Code of Practice (September, 2014).
- 1.2 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning teachers set suitable learning challenges and respond to children's diverse learning needs.
- 1.3 Some children have barriers to learning that mean they have special educational needs and require particular action by the school. These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from given to other children of the same age.
- 1.4 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2 Aims and Objectives

This policy complies with the statutory requirement laid out in the SEND Code of Practice.

2.1 The aims and objectives of this policy are:

- To create an environment that meets the special educational needs of each child.
- Provide education and integration of pupils with SEND within the existing framework of the whole school, ensuring that they participate as fully as possible in the curriculum and extra curricular life of the school.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To make clear the expectations of all partners in the process
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To enable all children to have full access to all elements of the school curriculum.
- To ensure that parents are able to play their part in supporting their child's education.
- To ensure that our children have a voice in the process.
- To review, record and monitor progress of children with SEND.
- To provide in-service training for all members of staff.

3 An Inclusive Setting

In our 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. We aim to achieve this through the removal of barriers to learning and participation. We want 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 require different strategies for learning; acquire assimilate and communicate information at different rates; need a range of different teaching approaches and experiences.

3 An Inclusive Setting (continued)

3.1 Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy;
- Planning to develop children's understanding through the use of all available senses and experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

3.2 Children with physical difficulties

St.Mary's is a barrier free school. The admission of a child with a severe disability would take place when it was considered that school could meet the child's needs and be in their interest and then after consultation with the staff and governors (see also St.Mary's Accessibility policy).

4. Special Educational Needs

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. (Code of Practice 6.15). Children or young people will have needs and requirements which fall into at least one of the four areas, frequently more than one. The areas of need are:

- Communication and interaction – e.g. speech and language difficulties, autistic spectrum disorder.
- Cognition and learning e.g. dyslexia, dyspraxia, dyscalculia or general learning difficulties.
- Sensory and / or physical impairment e.g. visual impairment, deafness, milder hearing impairment, physical difficulties. (Code of Practice 6.28-6.35)

It is important to note that not all behaviour issues are linked to social, emotional and mental health and may reflect other underlying difficulties. Children and young people with some health or disability conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. (Code of Practice Xviii). Identifying and assessing SEN for children or young people whose first language is, not English requires particular care. School will establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN. (Code of Practise 6.24)

Many of the children who join our school have already attended an early education setting. In many cases children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

4 An Inclusive Community-Partnership with Parents/Carers

Our school works in partnership with parents and carers to achieve our aims by:

- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- keeping parents and carers informed and giving support during assessment and any related decision- making process about SEN provision
- making parents and carers aware of the parent partnership services
- providing all information in a 'parent friendly' and accessible way.

6 Involvement of pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve pupils wherever possible by including pupils in:

- identifying their own needs and learning about their own learning (self assessment).
- individual outcome setting across the curriculum, their hopes and dreams.
- the self review of their own progress and in setting new outcomes
- formal reviews, providing evidence for meetings and attendance at review meetings.

7 Management of SEN within the school

We recognise that all staff are teachers of special educational needs. The head teacher and the governing body have delegated the responsibility for the day to day implementation of the policy to the SENCo.

The SENCo is **Mrs C.O'Leary**.

In line with the recommendations in the revised Code of Practice the SENCo is responsible for:

- Working with the Head teacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school.
- Having day to day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those with EHC plans.
- Providing professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Advising on the graduated approach to providing SEN support.

Stage 1 – Class teacher completes a 'First Concern Pupil Profile.' They develop a strategy/ plan for the child. After an agreed timescale the class teacher reviews the progress made.

Stage 2 - Class teacher and SENCO agree on a programme of extra provision or an intervention.

Stage 3 – SENCO seeks further assessment for the child/ works with outside agency.

Stage 4 – Child has an EHCP plan which is overseen by the SENCO working with the LEA.

- Evaluate process and practice to improve outcomes.
- Advising on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively.
- Being the point of contact for external agencies.
- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Working with the Head teacher and the Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensuring the school keeps the records of all pupils up to date.

Head teacher

The Head teacher will:

- Work with the SENCO and the SEN Governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and /or disability.

The Role of the Governing Body

The SEND Governor is Mr Mike Ashton:

The governing body shall have due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs. The governing body seeks to secure the necessary provision for any pupil identified as having special educational needs. The governors should ensure that all teachers are aware of the importance of providing for these children.

They will consult the LA and other schools, when appropriate. The governing body will ensure that parents are notified of a decision by the school that *SEND* provision is being made for their child.

The governing body will identify a governor to have specific oversight of the school's provision for pupils with special educational needs.

The *SEND* governor will ensure that all governors are aware of the school's *SEND* provision, including the deployment of funding, equipment and personnel.

The LA will seek a range of advice before issuing a formal Education health care plan. The needs of the child will be considered paramount in this.

8 Admission Arrangements.

No pupil will be refused admission to school on the basis of his or her special educational needs. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (School Admissions Policy)

9 Identification and Assessment.

We accept the principle that pupil needs should be identified and met as early as possible. The SENCo works closely with class teachers.

- The Governing Body will ensure that it makes appropriate provision for all pupils identified as having the need for special educational provision.
- All staff are collectively responsible for the identification of children with SEN. When a member of staff suspects a child may have a special educational need, they must report this to the Early Years Manager and/or SENCO. The nature of the concern (learning, communication or social, emotional and mental health) is recorded on a concern form.
- Once all parties have been consulted, (class teacher, SENCO, parent, child if appropriate) a collective decision is taken as to the

most appropriate course of action including whether the child should be placed on the SEN register.

We adopt the following procedures for identification and assessment:

- PIVAT's
- the analysis of data including SATs, reading ages, teacher assessments and national curriculum assessments.
- the completion of teacher concern forms
- following up parental concerns
- tracking individual pupil progress over time, including termly tracking of every child for reading, writing and numeracy.
- Strength's and weaknesses questionnaires.
- Information from previous schools
- Information from other services

The SENCo maintains a record of pupils identified through the procedures listed. This register is reviewed termly.

For some pupils a more in depth individual assessment may be undertaken by the school. For pupils at SEN support an external agency will be involved in assessment and identification of need.

The protocols and procedures described in Meeting Individual Needs are used for maintaining paperwork and conducting reviews at all levels of intervention including pupils with statements of special educational needs.

10 Curriculum Access and Provision

All staff are aware of their responsibilities towards pupils with SEND.

In order to meet the learning needs of all pupils, teachers differentiate work and a positive and sensitive attitude is shown. Where pupils are identified as having special educational needs, the school provides support related specifically to their needs.

10.1 The Graduated Response:

The Graduated Response system, allows for increased differentiation and support to be put in place, depending on the severity of the need. A child may be placed initially at any stage. They can also move up or down the table, depending on the impact of the interventions and the progress made. An overview of this can be seen in the table below.

Severity of need/intensity of support	Differentiation
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;">Low</div> <div style="border-left: 1px solid black; border-right: 1px solid black; height: 100%;"></div> </div> <div style="display: flex; align-items: center; margin-top: 100px;"> <div style="margin-right: 20px;">High</div> </div>	Intervention
	Cause for Concern completed
	Further Intervention
	Place on SEN list at SEN school support
	Statement of Special Educational Needs or Education, Health and Care Plan (EHC plan)

10.2: Differentiation

- Differentiation means teaching a pupil in ways and at levels which match their ways of learning and their level of understanding. (Differentiation is normal practice and not considered to be a strategy which is only appropriate for pupils with identified special educational needs in its own right) All pupils with Special Educational Needs will receive help through differentiation matching their severity of need / intensity of support, but if the pupil does not make adequate progress, St.Mary's will do more to help.
- All staff are responsible for identifying pupils with a special educational need.
- The SENCO will work with staff to ensure that those pupils who may need additional or different support are identified at an early stage.

- Pupils are only identified as having a special educational need if additional or different action is being taken.
- The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term interventions such as

10.3: SEN School Support

- Through SEN School Support, the child will get help that is either additional to and/or different from the help that the school usually gives pupils through differentiation. This will be recorded on a provision map/timetable, recording interventions, stating the targets that match the pupil's needs.
- The delivery of the interventions recorded on the provision map continues to be the responsibility of the class teacher, even if they are not delivering the support themselves.
- The progress made by the pupils and the effectiveness of the intervention as a whole will be reviewed and outcomes recorded. This will inform future interventions. This will form the initial basis of the assess, plan, do, review cycle.
- Pupils will participate fully in the review process according to their age and ability. Parents will be kept informed of the interventions and progress made towards targets.

10.4: Support from outside agencies at SEN School Support

- If a pupil is still not making adequate progress, the school may decide to seek further advice and support from other specialists, e.g. educational psychologists, speech and language therapists, members of the communication difficulties team, physiotherapists.
- Parental consent is required to involve any outside agencies in supporting a pupil and they will be kept fully informed of any intervention.

- The support will now be more intensive, individualised and sustained, following the recommendations of the professionals. Advice from outside professionals will be incorporated into the provision maps and interventions and these professionals will be invited to contribute to the monitoring and reviewing of progress.
- The provision maps will have fresh targets and strategies which should be implemented, at least in part, in the normal classroom setting. These will form the basis of the assess, plan, do, review cycle.

11 Links with Education Support Services.

As part of our support for all children in school, we have regular opportunities to consult with support services and health agencies through a multi-agency approach. For pupils at SEN support any one or more of the following agencies may be involved:

- Education Psychology Service (EPS)
- Early Years Support Team (EYST)
- Speech and Language Therapy Services (SALT)
- Occupational Therapy Service (OT)
- Moving and Handling Team
- Quality and Effectiveness Support Team (QUEST)
- Our link High School SENCo's to support successful transition to Year 7.

12 Links with Other Services.

Effective working links will also be maintained with:

- School Nurse and Community Health Service
- Social Services
- Education Welfare Service
- The SENCo will maintain links with other SENCos through the SENCo network.

13 Inset.

In order to maintain and develop the quality of our provision, staff are encouraged to undertake training. This is specified in the school

professional development plan and is updated annually. Input from external agencies will be actively encouraged. The SENCo keeps a record of courses attended.

14 Resources

14.1 Allocation of Resources

Resources are kept in filing cabinets in the conference room and. A list of resources is in each teacher's SEN file. The nurture room, 'The Oasis', situated on the lower junior corridor, has self-esteem resources.

14.2 Finances

The LA provides the school with money in its school budget towards meeting pupils' special educational needs. The school spends this money on:

- teaching support staff
- training for teachers and teaching support staff so they can meet pupils' needs more effectively
- special books, equipment and resources
- releasing the SENCO from the classroom to co-ordinate provision and manage documentation

14.2.1 The details of how individual pupils receive support are recorded and evaluated on individual and group provision maps.

14.2.2 The school receives some additional funding for pupils with statements of special educational needs/EHC plans. This funding is used to provide specialist equipment, learning support assistants and/or specialist teachers to work, occasionally one-to-one, but predominantly in small groups with the child, working towards their outcomes as detailed

within their statement or plan, as well as encouraging independent learning.

15 Monitoring and Evaluation

The effectiveness of our provision for pupils identified as having special educational needs is carried out in the following ways:

- Classroom observation
- Work sampling
- Scrutiny of planning
- Teacher interviews
- Informal feedback from all staff
- Pupil interview
- Pupil tracking (Target tracker and PIVAT's)
- Pupil review meetings and records of review meetings
- Monitoring progress made against outcomes
- Movement on the SEND register
- Attendance records

16 Success Criteria

The governing body will include information on the implementation of this policy, and on any changes to it, in the school profile.

We have identified the following success criteria to evaluate the effectiveness of the policy:

- The SENCo has a half termly meeting with the governor responsible for SEND.

The Governor with responsibility for SEND is Mr Mike Ashton.

- The register is updated termly
- The register is up to date and easily accessible, levels of intervention are identified.

- There is movement on the register, both up and down the levels of intervention.
- Parents are informed about all expressions of concern
- All pupils with SEND have the outcomes reviewed termly
- All pupils with SEND are aware of their Assertive Mentoring/personal outcomes.
- All Assertive Mentoring/outcomes are SMART and written in accessible language
- Parents are informed of their child's outcomes.
- All parents feel involved in their child's education
- All teachers and support staff are aware of procedures
- All teachers' weekly plans show evidence of differentiation
- There is evidence of individual pupil progress over time
- Resources are effectively used
- SEND issues are included in staff development planning
- All teachers are aware of their responsibilities
- The SENCo has an SEND action plan
- Staff have undertaken training including on the SEN Code of Practice 2014.

17 Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the head teacher and SENCo. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

Guidance

This policy complies with the statutory requirements laid out in the SEND Code of Practice (January 2015) and has been written with reference to the following guidance and documents:

National

Equality Act 2010: advice for school DfE Feb 2013

SEND Code of Practice 0-25(revised January 2015)

Schools SEN Information Report Regulations (2014)

Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)

The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)

The Early Years Foundation Stage EYFS framework.
Teachers Standards 2012

Oldham's Local Offer:

https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities

18 Review of Policy

Next review of policy to be July 2021

In addition to this, every year the success of the Special Educational Needs Policy and procedures is evaluated by the governing body and they consider any amendments in the light of the annual review findings. The SENCo reports the outcome of the review to the full governing body.

SEND Contact Information

We hope that this provides you with the information you need but if there is anything you feel we could help you with further do not hesitate to [contact the school office](#) or the following specialist staff:

- **SENCO** – Mrs C O'Leary
- **Head Teacher** – Ms M Garvey

Policy has been written by Mrs C O'Leary in consultation with Senior Leadership and staff and Governors.