



ST MARY'S
CATHOLIC PRIMARY SCHOOL

St Mary's Catholic Primary School
Special Education Needs and Disability
Policy

Ratification:	November 2017
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Review date:	November 2018

Introduction

We believe that every child is entitled to access their local school, and to receive whatever support they may need to progress well and have high aspirations for their future. This applies equally to disabled children and those who may have a special educational needs.

This policy demonstrates how St Mary's identifies, assesses and supports children who may be disabled or have a special educational need to enable them to achieve their outcomes take a full and active part in school life, The school welcomes all children, including those with special educational needs and disabilities. We aim to be fully inclusive. Children with SEND are admitted to school under the same arrangements as all other children, in accordance with the school's admissions policy.

The policy should be read in conjunction with the supporting documents, such as our school report, that provides additional information and advice about our work with children, parents and families where a child may be disabled or have a special educational need.

1. Vision & Values

1.1. Aims

The staff and Governing Body at St Mary's Catholic Primary School aim to:

- foster among pupils a caring and considerate attitude towards each other and their environment
- provide equal access to a broad and balanced curriculum, regardless of gender, religion, race or special educational needs
- provide a secure and positive environment, so that each child will feel valued, safe and happy
- develop the whole child; physically, socially, emotionally and intellectually
- equip the children with the skills needed for their life beyond school
- recognise the importance of each child's self esteem and enhance this wherever possible

This SEN policy describes the arrangements at St Mary's Roman Catholic primary school to meet the needs of pupils with learning difficulties and disabilities. It is written with regard to:

- The Children and Families Act 2014
- The SEND code of Practice, January 2015

Objectives

The Staff and Governing Body will:

- ensure the earliest possible identification of children who may have a special educational need.
- involve parent carers as partners in the SEND assessment and review process
- regularly monitor and review each child's progress and take appropriate action
- ensure that the school fulfils the requirement of the Special Needs Code of Practice 201
- make full use of expert support facilities e.g. medical professionals, speech and language experts, , Educational Psychology Service, Behaviour Support Service, Specialist Units etc
- cater for the full range of special needs within school

2. Definition of Special Educational Needs

For the purpose of this policy, and with regard to the SEND Code of practice, we use the following definition of SEND: (taken from the Code of Practice, 2014)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions

Learning difficulties can fall into one or more of the following categories:

Communication and interaction – a child with Speech, Language and communication needs (SLCN) may have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people on the Autistic Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning - support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to

profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties - children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs - some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-Sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Information on how to provide services for deafblind is available through the Deafblind guidance.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

The school is committed to providing the necessary resources for early identification, assessment and support for all children with SEND.

3. Roles & Responsibilities

The governors of St Mary's Catholic Primary School have appointed Mrs Helen Lambie as SENCO with responsibility for coordinating the provision of education for pupils with Special Educational needs in consultation with the Head teacher and the governor for SEND. This role will entail:

- the day to day operation of the school's SEND policy
- liaising with all staff in order to ensure early identification of pupils with SEND
- Supporting staff with writing of Individual Education Plans (IEPs) and provision maps
- co-ordinating provision for children with SEND
- maintaining the school's SEND register and overseeing the records of all pupils with SEND
- liaising with parents of children with SEND following liaison by the class teacher
- liaising with outside agencies in order to ensure every opportunity is provided to meet the specific needs of each child
- attending SEND and inclusion network meetings to keep up to date with local and national developments in this area

Every member of staff, both teaching and supporting, takes responsibility for meeting the needs of the children with SEND in their care.

Accessibility

At the present time the school does not have a specialist unit for children with SEND although there are toileting facilities for disabled children. All classrooms are physically accessible for children with SEND and there are some quiet spaces that children can use if they need to have a quiet space.

Curriculum

All pupils have access to a broadly based and balanced curriculum and regular feedback is given to update staff on issues and initiatives. Where needed adaptations are made for children who need support to take part in national testing arrangements.

4. Inclusion

Children with special educational need or disability are included wherever possible in all activities within the school with the provision of support staff and appropriate differentiation and whatever reasonable adjustment may be needed to enable this.

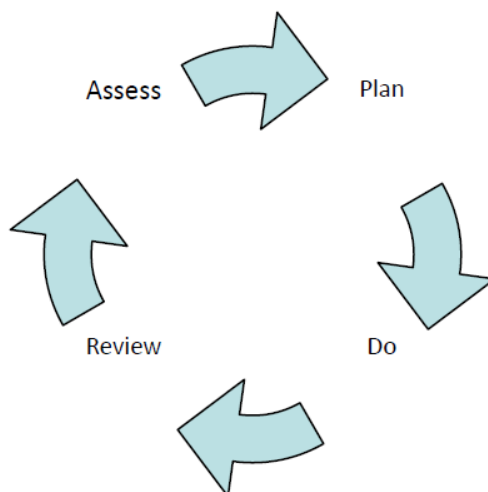
5. Early Identification

Every effort is made to identify children with SEN early in order for the appropriate level of support to be given. Class teachers and teaching assistants are vigilant in ensuring they are able to identify children who may have a special educational need that has not already been identified, and the impact this may have on their learning.

6. Provision for children with SEND

The class teacher:

- implements differentiated tasks and resources
- involves parent carers through discussion of the child's needs making sure that they are aware:
 - that their child is on the inclusion register
 - of interventions and strategies being used for their child
 - of how they can support their child's IEP targets at home
 - that they may contribute to the IEP writing process
- sets targets which are specific, **realistic and measurable** and shares these with the parents/carers
- gathers evidence of the child's attainment and progress
- writes provision maps for children on the inclusion register and an Individual Educational Programmes (IEP) for children with Education, Health and Care plans (EHCP)
- informs the SENCO of any interventions children are taking part in, who delivers the interventions, frequency of intervention, assessment level before intervention, assessment level after a period of intervention (Electronically)
- Seeks advice as needed from the SENCO
- Where children are being supported through SEN support, ensure they follow the assess, plan, do review process advocated through the SEND Code of Practice (Jan 2015)



IEPs and class provision maps are kept in the school SEND file along with regular recordings of actions taken and outcomes of assessments. The SEND files are kept in the SEND drawer in the business managers office. IEPs and provision maps are kept electronically on the 'Work Group' in the SEND folder, class folder, child's named folder.

For children who consistently make little or no progress despite interventions outlined on IEPs external support agencies will be contacted. The expertise and advice from external agencies will be used to refine and develop the child's IEP. In some cases agencies may send representatives to work with individual children or to give advice and support to parent carers.

7. Education Health and Care Plan process

The majority of children and young people with SEND will have their needs met within the school setting and through the range of differentiated support. Children with special educational needs who receive support in this manner are considered to be supported through SEN support.

However some children and young people may have needs that require more support than can be offered through the schools' SEN support. In this case, it will be necessary for the school to apply for the child to have an Education, Health and Care (EHC) Plan needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. Where the assessment shows that a child's needs cannot reasonably be provided from within the resources normally available to a school, an EHC plan will need to be developed by the local authority.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and to prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

8. Requesting an EHC assessment

Parents, a young person (over 16 and under 25 years) and a person acting on behalf of a school can request an EHC assessment.

Following a request for EHC assessment the local authority has up to six weeks to decide whether an EHC assessment is appropriate and they must communicate their decision to parents.

An EHC assessment will take account of multiple sources of information including those of the child and the parents, and including the views of relevant professionals and focussing on the child and family to inform the decision.

The whole process of EHC needs assessment and EHC plan development, from the point when an assessment is requested (or a child or young person is brought to the local authority's attention) until the final EHC plan is issued, must take no more than 20 weeks.

Once completed, the local authority must send the draft EHC plan to the child's parents or young person and give them at least 15 calendar days to give views and make representations on the content. During this period, the local authority must make its officers available for a meeting with the child's parent or young person on request if they wish to discuss the content of the draft EHC plan.

Following the completion of an EHC needs assessment, if the local authority decides that an EHC plan is not necessary, it must notify the child's parents and school and the health service and give the reasons for its decision. This notification must take place as soon as practicable

and at the latest within 16 weeks of the initial request or of the child or young person having otherwise been brought to the local authority's attention. The local authority must also inform the child's parent or the young person of their right to appeal that decision and the time limit for doing so, of the requirement for them to consider mediation should they wish to appeal, and the availability of information, advice and support and disagreement resolution services.

The local authority should ensure that the child's parents are aware of the resources available to meet SEND within mainstream provision and other support set out in the Local Offer.

Where an Education Health and Care assessment determines that the child's needs can be met in the school setting it will inform on how the outcomes for the child can be achieved through special educational provision made by school. This may include co-ordinated support from other agencies as appropriate.

9. Parent carers

Parent carers are involved at every opportunity from early identification of special needs through a child being monitored as a 'concern' to them being included on the school inclusion register.

Termly review opportunities are held between parents and teachers to discuss and agree progress made and to set further targets for achievement. Where parents prefer these meetings can be held at different times to the regular parents evening reviews.

At these meetings it may be decided that a child has made the progress needed to be removed from the school inclusion register. It is likely that these children will spend a period of time on the "Children who require additional monitoring" section of the register. All children are closely monitored through half termly assessment weeks in line with the school assessment policy. Parents may seek advice from teachers about their children's needs and difficulties by making an appointment to see the class teacher, the SENCO or the Head teacher.

St Mary's also recognises the impact that caring for a disabled child or child with special educational needs can have on a whole family, including siblings who may also attend school. Where it is known that there are siblings who are part of a family caring for a disabled child or child with special educational needs, consideration will also be given to what support or adjustments may be required to support them at school.

Where a parent has a complaint regarding SEND provision for their child we would ask you, in the first instance to discuss your concerns with the SENCO, the governor for SEND or the Head Teacher. If a parent is still experiencing a concern there is a 'School complaints policy' on the school website which details further avenues which can be explored.

10. Pupils

The aim of identifying and supporting disabled children and those with special educational needs is to ensure that they are able to access the support they need to progress, be aspirational for their future and to meet the outcomes identified in their plans.

Through discussion of their achievements and needs, children can be involved in the decisions taken to enhance their learning. It is important that the thoughts of the child are sought during the IEP/provision mapping writing process and are recorded on the IEP/provision map, to the degree considered appropriate children should be involved in setting their own targets. All children should be aware of their own targets. Children opinions and ideas area also collected through the single page profile and pupil voice work carried out by the Senior Leadership Team (SLT).

11. Assessment & Tracking

All children are assessed on a half-termly basis for reading, writing and numeracy skills. As part of the collation of this data grades are put on to tracking grids termly to show a child's level of progress relative to national average attainment levels and also to show if a child is achieving at, above or below expected progress. Termly meetings are held between class teachers, the Head Teacher and the SENDCO to discuss individual children on the inclusion register to consider progress, effectiveness of interventions and next steps.

12. Transition

St Mary's understand the importance of good transition for children who have special educational needs and makes every effort to ensure this.

Internally, when children move classes there is close working between teachers to ensure established methods of support and interventions continue to be offered to children.

The school ensure they transfer and share information and communicate the needs of children through liaison interviews and exchange of records where children are moving on from the school.

St Mary's SENCO will liaise with the SENCO of the receiving school where extra steps are needed to ensure a smooth transition between settings.

13. Budget

A proportion of the school budget, including staff development funding, will be set aside for SEND resources each year. This includes the delegated budget allocated to the school to meet the needs of children who are supported through SEN support. The amount and use of this money will be carefully monitored by the SENCO and Head of School on an annual basis.

14. At St Mary's, our Special Educational Needs Co-ordinator (SENCO) is also a designated teacher for child protection. This ensures that appropriate staff are trained and recognise the potential link between disabled children and those with special educational needs and safeguarding issues.

15. Governing Body

The Governing Body has designated Caroline B and this governor will keep abreast of SEND developments and use of budget through termly meetings with the SENCO.