

**St Mary’s** **Catholic Primary School**

**SEN Policy**

**October 2020**

**Review Date September 2022**

1. Introduction

At St Mary’s Catholic Primary School we value the abilities and achievements of all our pupils, and are committed to providing, for each pupil, the best possible environment for learning. However, some pupils require more support than others to achieve their full potential. We acknowledge that a proportion of pupils may require help throughout their time in school, while others may need a little extra support for a short period of time to help them overcome more temporary needs. If these pupils are to achieve to their fullest, we must recognize this and plan accordingly. Our school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. This policy ensures that curriculum planning and assessment for children with special educational needs and disabilities takes account of the type and extent of the difficulty experienced by the child.

This policy was developed by the staff and governing body of St.Marys with regard to local authority and national guidelines based upon the 2015 Code of Practice for SEND. Where it is clearly stated the four broad areas of need are:

-Communication and interaction

-Cognitive and learning

- Social, emotional and mental health

-Sensory and physical

The school has appointed Helen Lambie as the Special Educational Needs Co-ordinator (SENCO) and she is responsible for the day to day operation of the school’s SEN policy.

The governing body has appointed a designated governor, Caroline Welson, to monitor the provision of Special Educational Needs in the school. Regular meetings take place and are reported at main governors’ meetings.

# Aims and Objectives of this Policy

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.

St Mary’s Catholic Primary School is committed to:

* Enabling every pupil to experience success.

* Promoting individuals confidence and positive attitude.

* Ensuring that all pupils, whatever their special educational needs or disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning.

* Gives pupils with SEND equal opportunities to take part in all aspects of the school’s provision, as far as is appropriate.
* Ensuring that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion considered in any matters affecting them.
* Ensure that parents/carers are involved, from the start in helping shape, identify and inform provision for their child, both in conjunction with the class teacher and SENCo at all stages of their children’s development.
* Identifying, assessing, recording and regularly reviewing pupils’ progress and needs.
* Working collaboratively with children, parents/carers, other professionals and support services.

* Ensuring that the responsibility held by all staff and governors for SEND is implemented and maintained.
* Ensuring all efforts are underpinned by the five principles of the Every Child Matters, allowing children to:

Be healthy.

Stay safe.

Enjoy and Achieve.

Make a positive contribution.

Achieve economic wellbeing.

# Admission Arrangements

No pupil will be refused admission to our school on the basis of his or her special educational need or disability. We will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision and make reasonable adjustment to assist this. Reference should be made to the normal admission policy for the school as stated in the school prospectus.

# Management of SEND within the School

The headteacher and governing body delegated the responsibility for the day to day implementation of the policy to the SENCO.

The governing body will ensure that:

* SEND provision is an integral part of the school improvement plan.

* The necessary provision is made for any pupil with SEND.
* They have regard to the requirements of the Special educational needs and disability code of practice: 0 to 25 years (2015)
* They are fully informed about SEND issues and updates in line with national and local changes.

* They set up appropriate staffing and funding arrangements and oversee the school’s work for pupils with SEND.

* The quality of SEND provision and provision for a child in care (CIC) is regularly monitored.

All school staff has a responsibility for pupils with SEND. All teachers are teachers of special educational needs and disabilities. Staffs are aware of their responsibilities toward pupils with SEND, whether or not pupils have a Education, Health and Care Plan, ensuring a positive and sensitive attitude is shown towards those pupils.

Teaching Assistants (TA’s) play a major role in the support of pupils with SEND, and support pupils within the classroom.

In line with the recommendations in the SEND Code of Practice 2015, the SENCO is responsible for: The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Educational, Health and Care Plans EHC plans of special educational needs.

* Overseeing the day to day operation of this policy.
* Ensure that all identified children are on the SEND register.
* Co-coordinating provision for children with special educational needs.
* Overseeing the records on all children with SEND.
* Liaising with parents of children with SEND (in conjunction with class teachers).
* Contributing to the in-service training of staff.
* Liaising with external agencies including LA’s support advisory teachers and educational psychology services, health and social services and voluntary bodies.

# Identification and Assessment

We accept the principle that pupils’ needs should be identified and met as early as possible in close partnership with parent/carers and the child and in line with the school’s current practice as identified in the school offer. (appendix 1)

We use a number of indicators of special educational needs:

* Analysis of data including entry profiles, Foundation Stage profiles, SATs, and pupil progress tracking data.

* Identification of concern by the class teacher, parent or child.

* Tracking individual pupil progress over time.

* Information from previous schools.

* Information from other services.

The SENCO maintains a list of pupils identified through the procedures listed. This list is reviewed termly.

# Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs. Where pupils are identified as having special educational needs and disabilities, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. The range of provision includes, but is not exclusive to:

* In class support for small groups with a teaching assistant.

* Small group withdrawal with TA.

* Individual withdrawal.

* Further differentiation of resources.
* Provision of alternative learning materials, special equipment.

* Staff development/training to undertake more effective strategies.

* Access to outside agencies for example Learning Support Advisory Teacher (LSAT), Educational Psychology service, Occupational Health or other support services for advice on strategies, equipment or staff training.

# Provision Maps and Individual Education Plan

All children who are identified at School Action or School Action Plus will have a provision map detailing the provision that has been made for him/her either as a group or an individual education plan (IEP). The review of provision and the progress the child has made against baseline information will be reviewed on a termly basis and form part of the graduated response.

# Graduated Response

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils’ needs. When they are identified as having SEND, the school will intervene through School Action and School Action Plus as described below. Cycles of intervention will be reviewed at regular intervals with parent/carer and the child, to review progress and next steps. These reviews of targets, progress made and next steps identified will form part of the school graduated response of provision.

# School Action

Children who fall into ‘School Action’ are characterized as needing interventions/equipment/resources that are different from or additional to the normal differentiated curriculum provided to their peers.

# School Action Plus

At School Action Plus there is involvement of external services. Placement of pupil at this level will be made by the SENCO following a discussion with the parents regarding their child accessing one or more of the available outside agencies. Such agencies will advise on targets/programmes and next steps for the pupils’ provision map and provide specialist input to support the process.

# Request for Statutory Assessment

The school will request a Statutory Assessment from Telford and Wrekin (Local

Authority) when, despite an individualized program of sustained intervention within School Action Plus, the pupil remains a significant case for concern, this will always be done in conjunctions with parents and the child. A Statutory Assessment might also be requested by a parent or outside agency.

Education Health and Care Plan

An Education, Health and Care Plan will normally be provided where, after a Statutory Assessment, the local authority considers the pupil requires provision beyond what the school can offer as part of its core offer. However, the school recognizes that a request for a Statutory Assessment does not inevitably lead to a plan, in which case a moving forward meeting will be planned in conjunction with parents and the local authority regarding the next steps.

All local authority information, advice and support can be accessed via the Telford and Wrekin Local Offer <https://www.telfordsend.org.uk/site/index.php>

# Review of EHCP

Education, Health and Care Plans must be reviewed annually, in conjunction with parents and the child. The local authority will inform the headteacher at the beginning of each school year of those pupils requiring reviews. The SENCO will organize these reviews with the child, parents and in addition may invite some/all of the following people as appropriate:

* A representative of the SEND Inclusion and Assessment team.
* The relevant class teacher.
* Teaching staff/SENCO from secondary school (in the case of a year 6 child going to year7).
* An education officer.
* The educational psychologist, or other outside professional.
* Any other person the SENCO considers appropriate.

The aim of the review will be to:

* Assess the pupil’s progress in relation to the objectives on the plan.
* Review the provision made to meet the pupil’s need as identified in the plan.
* Consider the appropriateness of the existing statements in relation to the pupil’s performance during the year, and whether to cease, continue, or amend it.
* If appropriate, to set new objectives for the coming year

Within the time limits set out in the Code, the SENCO will complete the annual review forms and send them, with any supporting documentation to the Local Authority. The school recognizes the responsibility of the local authority in deciding whether to maintain, amend, or cease the Education, Health and Care Plan.

# Arrangements for Complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher’s comments, should ask to speak to the SENCO. For a problem that might need time to be explored in any depth, parents/carers should make an appointment. In the event of a formal complaint parents/carers are advised to contact the headteacher or a governor if they prefer. IASS (Information Advice and Support Service) is available to offer advice to parents.

# Staff Training

In order to maintain and develop the quality of our provision, staff undertake regular appropriate training.

1. **Mental Health and SEND**

St Marys recognises that their can be a link with SEND and Mental Health and the Senco and Mental Health Lead work closely together to and the outside agencies involved with both areas of need. Please refer to the Mental Health Policy for further information.

**Date: October 2020**

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