

St. Mary's Catholic Primary School

Special Educational Needs Policy November 2020

SENDCo Contact Details:

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St. Mary's Primary School is built on the values derived from the Statement of Principles adopted by the Local Authority (LA), guided by the SEN code of Practice, set within the framework of the school. St. Mary's will also be guided by the Nottingham Diocesan Commission Policy Statement.

St. Mary's Academy believes that our pupils are entitled to a safe and caring learning environment which supports and challenges them in a way which reflects high expectations and the opportunity to maximise potential for individual attainment. The school therefore provides a broad and balanced curriculum for all our pupils, including those with SEN, and ensure full curriculum entitlement and access.

St. Mary's aims to develop the ability of each pupil in terms of competence as learners and also as individuals with a sense of self-worth, responsibility and concern for the needs of others. Our school is committed to maximum integration, whilst meeting individual needs and a high-quality learning experience through the effective use of resources.

Aims and Objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice 0-25 2015*. St. Mary's will also be guided by the Nottingham Diocesan Commission Policy Statement.

Our aims are:

- To provide children with high quality first teaching through regular training at staff CPD sessions.
- To have high expectations that each child will reach their potential in all aspects of school life.
- To develop independent learners who can transfer these skills to future life.
- To educate pupils with SEN, wherever possible, alongside peers in mainstream classrooms.
- To assess pupil data regularly and provide appropriate support where it is needed. Effective assessment and provision will be secured in partnership with parents/carers, children and external agencies.

Objectives:

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeder schools prior to the child's entry into the school. Staff will complete an SEN initial concerns form.

- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential. Progress will be monitored, with class teachers, half termly and alongside pupil progress meetings. Targets for pupils with SEN will reflect the outcomes of these meetings.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENDCO, Head teacher and assessment co-ordinator and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for. CPD will be provided where necessary to enable staff to be able to enable pupils to overcome the barriers to learning.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular one to one meetings between pupils and their teacher/SENDCo and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. Pupil voice.

SEN categories and Identification Process

What are special educational needs (SEN)?

The term 'special educational needs' refers to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

St. Mary's aims to provide support for your child, sometimes with the help of specialists. If your child has special educational needs, they may need extra help in a range of areas, for example:

- schoolwork
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- personal organisation
- some kind of sensory or physical needs which may affect them in school

The Special Educational Needs and Disabilities (SEN) Code Of Practice outlines four broad areas of need;

- **Communication and Interaction**
 - Speech, Language and Communication Needs (SLCN)
 - May have speech sounds difficulties
 - May find it difficult to communicate with others
 - May have difficulty understanding others
 - May have an autism spectrum disorder (ASD)
- **Cognition and Learning**

- May learn at a slower pace than others of the same age
- May have a specific learning difficulty (SpLD), such as dyslexia, dyspraxia, dyscalculia
- **Social, emotional and mental health difficulties**
 - May show emotional difficulties such as withdrawn or challenging behaviour
 - May have disorders, such as, attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
- **Sensory and/or physical needs**
- May include:
 - Visual impairment
 - Hearing impairment
 - Physical & Medical Needs

Who is involved in identifying special educational needs?

Parents have a vital role to play in their child's education. They know their child well and are often in a position to alert the class teacher to any possible concerns.

The class teacher will keep records of progress and be able to identify areas of difficulty, including SEN.

Adults who support in the classroom pass any observations and concerns to the class teacher.

Parents and teachers may approach the special educational needs coordinator (SENDCo) for advice and support.

SENDCo/Class teacher may carry out assessments to help set appropriate targets.

External agencies include

- Speech and Language Therapy Services
- Specialist Teaching Service
- Health Services
- Educational Psychology Service

How are special educational needs identified?

At St. Mary's we care about every child's well-being and progress. Class teachers ensure through 'Quality First Teaching' that the child is given every opportunity to progress. Where concerns arise additional information is sought by:

- Talking with parents
- Referring to records from previous settings/schools
- Requesting information from appropriate external agencies
- Analysing data (tracking progress over time)
- Monitoring changes in children's behaviour and presentation

What is not considered as SEN according to the Code of Practice?

- Disabilities that do not affect learning
- Attendance and punctuality
- English as an additional language (EAL)

A Graduated Approach to SEN Support

Quality First Teaching

The teacher has the highest possible expectation for children in their class and all teaching is based on building on what your child already knows, can do and understand. All teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. If any member of staff working with a child identifies that they have difficulties in particular areas that they find it harder than their peers to gain skills or knowledge or that they are not making the progress that is expected they will bring this to the attention initially of the class teacher.

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have been identified as having gaps in their understanding/learning.

School uses a variety of monitoring methods to promote and ensure Quality First Teaching.

- Lesson observations
- Work scrutiny
- Skills audits
- Moderation
- Pupil progress meetings
- Coaching meetings

The Graduated Approach The process for implementing SEN support is in four stages

Assess

We will gather information about the child's well-being, previous progress, motivation, attainment and learning from everyone involved with the child, to give us an accurate picture of the child's needs. This usually includes the child, teachers, SENDCO, parents/carers and any outside agencies (Health, Social and Educational).

Plan

An IEP will be written to outline what will be put in place to achieve specific targets or outcomes.

The plan will include:

- Quality First Teaching approaches that are effective to enhance learning
- Proven interventions/ strategies that will be used to achieve specific targets and how they will be delivered
- Any focussed support from a teacher/teaching assistant
- Resources to support IEP and to ensure access to the curriculum
- Suggestions about how the parent and or pupil can contribute to the plan

Do

The IEP is the working document to be used by all those supporting the child. The class teacher remains responsible for the child's progress and works closely with any teaching assistants or specialist staff, to plan and assess the impact of support and interventions and how they link to classroom teaching. Adjustment and annotations should be made to the plan as necessary. If the

child's class teacher has any concerns that the plan is not working they will discuss this with the SENDCo for further advice.

Review

The effectiveness of the support and interventions will be reviewed at least termly. The impact of the support will be measured as well as progress towards targets. Parents and pupils will also be asked for their views about what has worked well and what they feel now needs to happen to support their learning. A decision will be made about any necessary changes and the IEP will be updated to enable the child to achieve their next steps in learning. Advice or assessment from outside specialists may be requested if more information is required. If the child continues to have significant difficulties despite additional intervention and advice from specialists they may have higher needs. The SENDCo may then make an application for top up funding if the cost of additional support goes beyond £6000 threshold that is the school's responsibility.

Over time, if the child is still not making progress despite the school having taken relevant and purposeful action over time, the school or the parents can apply for an Education Health and Care Plan assessment.

Where a pupil has a EHC plan there must be an annual review involving parents, school and outside agencies.

Managing Pupils Needs on the SEN record.

Quality First Teaching (QFT) tells us that all children benefit from a classroom where a teacher is continually using assessment strategies that are used for future planning and delivery of learning. Therefore, progress for all children is continually monitored against the National Curriculum.

In an inclusive school, all children are valued and their voice listened to. This is true for all children whether they are on the SEN record or not.

At Saint Mary's, all children are assessed on a cycle of three times per year. After the formal collection of data, Pupil Progress Meetings take place where children who are not making expected progress will be identified and a decision will be made about additional support. All children who need support should receive it regardless of a label or diagnosis. Progress will be regularly reviewed and if, despite quality first teaching with reasonable adjustments to accommodate learning differences, there continue to be concerns, additional support may be necessary. This support is written on a Provision Map which specifies the intervention, when it takes place and who is delivering the programme of support. It is the class teacher's duty to provide appropriate intervention and keep evidence of progress against the agreed target. This becomes part of the next Pupil Progress meeting.

The class teacher will make decisions regarding the type of intervention need but advice can be sort from the SENDCo regarding resources including staff. We use a range of intervention that is carefully matched to your child's gaps in learning. These may include:

- Extra class support.
- Small group tuition to raise attainment in literacy and numeracy.
- Small group support in organisation, communication and interpersonal skills.
- Wave 3 intervention.
- One to one support.

The level of provision will depend upon several factors including their progress in other areas, their attitude to learning, what the class teacher considers to be their need and will focus upon a key area to develop their learning. Your child may work in a small group with other children with similar needs or individually. Every effort is made to timetable this effectively so that children are not missing substantial amounts of time from core subjects.

If progress has not been made despite appropriate intervention, other agencies may be contacted to provide support and advice to both the school and parents. The SENDCo will support the class teacher in collecting the appropriate evidence needed in order to make a referral. The evidence needed will vary depending upon the service required. The SENDCo holds a central file of these forms. Support may come from a number of providers including:

Local Authority services such as Autism Outreach or Specialist Teaching Service,

Educational Psychologist, Occupational Therapist, Physiotherapist.

Outside agencies such as the Speech and Language Therapy (SALT) Service.

Inclusion Support from Ashmount School.

Support from Oakfield Behaviour School.

Appendix - Local Offer for your school

It is the class teacher's responsibility to act upon the advice from outside agencies and to show this in their provision maps. It is the SENDCo's responsibility to ensure that this is happening. Where these services are paid for out of the school budget, sometimes decisions have to be made to prioritise spending. SENDCo, class teachers and members of the SLT will hold a meeting to discuss children who they feel have a stronger need for this support and make a decision with an awareness of the criteria used by the services being accessed.

Parents will have been consulted with at all points in this process; working collaboratively with the child at the centre will ensure the best outcome. Therefore, if a child is receiving any form of intervention, parents will have been notified and the intervention explained. Should it be decided that other services are required, parents and teachers will work in partnership to complete the paperwork, be notified of when the services are coming in to work with the child and some form of feedback will be given.

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an EHC Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

The most up to date information for Leicestershire can be found at http://www.leics.gov.uk/index/children_families/family/SEN.htm or by contacting them on 0116 3056545.

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Leicestershire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Criteria for exiting the SEN Register.

Depending on why the student was placed on the SEN Register initially, the following criteria are used to assess the appropriateness of on-going support:

1. Concerns identified upon transition from previous setting are no longer evident.
2. Since baseline assessments, students have made progress and their attainment is closer to Age Related Expectations.
3. The difference of attainment between Maths and English or Reading and Spelling (or other relevant measures) are less than previously.
4. A student's disability no longer hinders their progress academically, socially and/or developmentally.

However, all of this is looked at in the context of the child and a holistic approach to assessing a child's needs is paramount. All of this is done through the Graduated Approach and in consultation with students, parents and relevant professionals.

If a child is removed from the SEN Record, there are whole school processes which continue to monitor their attainment and progress. These are overseen by class teachers and SENDCo.

Supporting Pupils and Families.

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners. Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with SEN is monitored through a number of processes that includes:

1. Classroom observation by the senior leadership team, the SENDCo,
2. Ongoing assessment of progress made by pupils with SEN,
3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,

4. Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEN,
5. Pupil and parent feedback on the quality and effectiveness of interventions provided,
6. Attendance and behaviour records.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. All pupils are then discussed in half termly pupil progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.

Additional action to increase the rate of progress for pupils who are not making the expected rate of progress will be then identified and recorded. This will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments. Support may be provided in class, through intervention programmes or with specific resources.

Monitoring and evaluation of SEN

We will gather information about the child's well-being, previous progress, motivation, attainment and learning from everyone involved with the child to give us an accurate picture of the child's needs.

An IEP will be set up to target the individual needs of a specific pupil. This will present specific targets for the child to work towards over a period of 8 weeks to a school term. Children with an IEP will receive support. The IEP will be reviewed regularly and revised as appropriate.

Parents and carers will be informed of their child's progress and informed of their new targets through information sent home termly. Parents/ Carers will be able to make an appointment, if required, to see their child's teacher and/ or the SENDCo in order to discuss progress or the new IEP.

In school, written records will be used as a working document (i.e. the 'Small steps trackers') to closely monitor the effectiveness of targeted intervention and progress made by the individual pupil. A series of observations will be undertaken to visit SEN groups to monitor their progress. This will enable different aspects of pupil activity and support strategies to be observed. Following these observations meetings will be held with the class teacher to discuss the pupils receiving intervention. An evaluation form will be completed during the meeting by both the class teacher and the SEN coordinator. The provision can then be adjusted accordingly.

During termly pupil progress meetings, teachers will discuss the progress of children identified as SEN with the Headteacher and/ or SENDCo.

Children with a EHCP

Children with a EHCP will have an annual review in which parents, teachers and other agencies will be invited to attend, discuss and review the progress of the named child, set new targets and amend the EHCP where necessary.

Evaluation of provision

At the start of a school year, provision for each child will be mapped to enable individual needs to be met. Intervention programmes/ groups will be evaluated through termly and annual reviews of data to help ensure provision is effective and impacting positively on children's progress.

Governors

All Governor's are responsible for SEN. They will have regard to the code of practice when carrying out their duties, liaising with the Headteacher, SENDCo and staff.

Governors are responsible for making sure the necessary support is made for any child who attends the school who has SEN. The Headteacher will ensure the Governing Body are kept up to date about any issues in school relating to SEN.

Training and Resources

St. Mary's school receives an additional amount of money to help make special educational provision to meet children's SEN. This is called the "notional SEN budget." The government has recommended that schools should use this notional SEN budget to pay for up to £6,000 worth of special educational provision to meet a child's SEN. If a student with SEN needs more than £6,000 worth of special educational provision, the local authority can be asked to provide top up funding.

Some students with an EHCP will be allocated a personal budget. It can be used to arrange and pay for some of the support agreed in the child or young person's Education, Health and Care plan. The amount that is allocated depends on the needs and outcomes identified in the plan, and can alter as they change.

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENDCO attends SENDCOnet meetings to be updated on important national and local initiatives and to provide an opportunity for SENDCOs to share good practice.

Roles and Responsibilities.

Responsibility for the Coordination of SEN Provision

- All staff believe in inclusivity in our Catholic ethos and strive for 'Quality first teaching'.
- All teachers at St.Mary's are teachers of SEN and it is expected that lesson planning will incorporate differentiated work appropriate to an individual's special needs.
- SEN updates are communicated to all staff.
- All staff attend relevant and ongoing training for SEN pupils, covering a range of areas.
- The SENDCo coordinates the day to day provision of education for students with SEN.
- The Headteacher is responsible for overseeing the provision for students with SEN.

Storing and Managing Information.

Provision Maps / IEPs / Pupil Profiles are working documents therefore teachers need regular access to their SEN file. These are stored in a location where children cannot access them, but other adults employed by the school and deployed to work with the identified children can.

More detailed and personal documents are held in a separate and secure location in the PPA room.

When a child transitions to a new school, it is important that the information is passed on. The SENDCo is responsible for ensuring that this is done in a secure way and should seek a receipt from the new school.

Parents are entitled to view their own child's documents. All information must be kept confidential between all parties involved.

Reviewing the SEN Policy

The SENDCo will review the SEN policy annually to ensure it complies with all current legislation and guidelines set by the Government. The reviewed policy will then be passed to Governors for discussion and approval.

Accessibility

When a pupil starts our school, any concerns around their ability to access the site, educational provision or learning are discussed with the student, their parents, teachers and other relevant professionals.

All pupils, if needed, can have access to a variety of resources to ensure they can access their learning. Pupils are encouraged to access the wider life of the school community. Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. If a risk assessment suggests that additional support is required then arrangements can be made for a TA, parent or carer to accompany the child in addition to the usual school staff.

Dealing with Complaints

Wherever possible the class teacher/SENDCo will deal with parental concerns and agree strategies to overcome any issues. The Head teacher and SEN Governor can be contacted to discuss any further concerns. The school's Complaints Policy is available from the school's office.

Bullying

As a school we take the steps to ensure and mitigate the risk of bullying of vulnerable learners in our school. The SENDCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The safeguarding of all pupils within the school is the utmost priority of all staff.

St Mary's encourages SEN pupils to develop their emotional development through a range of PHSE related activities.

If parents have any concerns in relation to bullying a copy of the school's Bullying Policy is available from the school's office or on our website.

Review date- November 2021