



# **St. Mary's RC Primary School**

## **SEND Policy**

Date policy last reviewed: September 2022

---

## **1. MISSION STATEMENT**

We aim to provide a safe, caring, Catholic community where each member is valued and respected and enabled to achieve their potential through a broad and balanced curriculum. This is summed up neatly in our school motto: To learn and grow together in Christ.

## **2. SCHOOL'S BELIEFS AND VALUES**

We at St Mary's R.C. Primary School are committed to giving all children, including children with Special Educational Needs (SEN) and Disabilities, the opportunity to know their full potential and to be fully included in our school community. We strive to meet the special educational needs of pupils and ensuring that they achieve the best possible educational and other outcomes. We aim to develop the academic potential of each child and to cater for the social, moral, physical and spiritual requirements of the individual.

This policy complies with the statutory requirement laid out in the:

- SEND Code of Practice 0 – 25 (2014)
- Equality Act (2010)
- Schools SEN Information Report Regulations (2014)
- Children and Families Act (2014)

This policy has been created by the school's SENDCo and Deputy Head, Mrs Amanda Barrett and Mr Ian Jones, the Head Teacher and is to be used initially for consultation purposes with governors, staff and parents & carers of pupils with special educational needs and disability.

It will then be adopted for use and reviewed annually.

## **3. AIMS:**

**We aim to:**

- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Build upon the strengths and achievements of the child.
- Raise the aspirations of and expectations for all pupils with SEND.
- Provide a broad and balanced education.
- Ensure that effective channels of communication are sustained so that everybody, including parents and carers, are aware of the pupil's progress and the special educational provision made for them.
- Assess children regularly so that those with SEND are identified as early as possible.

- Enable pupils with special educational needs to make the greatest progress possible.

#### **4. OBJECTIVES:**

**We strive to:**

- Personalise children's learning to meet individual needs.
- Set appropriate targets to meet the individual needs of each child.
- Provide appropriate differentiation within lessons and use a variety of teaching styles and strategies to enable all children to access the curriculum.
- Track, monitor and record the progress made by children with SEND at least each term to check that their needs are being met and that they are making progress.
- Encourage children with SEND to take responsibility for their learning and behaviour in order for them to develop independent working skills and become independent learners as they get older.
- Audit resources and deploy staff to maximise the impact on the children's learning.
- Involve all teaching staff and support staff in the assessment, planning and delivery of intervention, in order to meet the needs of children with SEND.
- Work in partnership with all outside agencies.
- Provide the opportunity for staff to develop their skills, knowledge, understanding and confidence in how to meet the specific needs of individual children.

#### **5. IDENTIFYING SPECIAL EDUCATIONAL NEEDS:**

*A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils the same age.*

(6.15 'Special Educational need and disability code of practice: 0 – 25' (DfE 2014))

The following are the four broad areas of SEN needs identified in the SEND Code of Practice (2014).

- Communication and interaction
- Cognition and learning
- Sensory and / or physical needs
- Social, emotional and mental health

At St Mary's we acknowledge that behaviour is a form of communication. If a child shows concerning behaviours then it is usually a result of one of the above.

There are occasions when progress and attainment are affected by factors other than special educational needs. The following factors can impact on progress and attainment and need to be ruled out when considering SEND:

- Disability ( the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English Additional Language
- Children entitled to Pupil Premium
- Children Looked After
- Children of Serviceman/woman

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision.

## **6. A GRADUATED APPROACH:**

At St Mary’s we are committed to early identification in order to meet the needs of children with SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers’ ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, PIPs, SATs or the use of PIVATS. Teachers will then consult the SENDCo to consider what else might be done. We will then look closely at the child’s learning characteristics; the learning environment, the task and the teaching style. Progress for children will be achieved by focussing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress then the teacher will consult the SENDCo to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision and the child would be registered as receiving SEND Support.

We seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- fails to make progress with wider development or social and emotional needs
- fails to make progress in self-help, social and personal skills

At St Mary's we follow a graduated approach for SEND, which is child centred and underpinned by the 'Assess', Plan', 'Do', Review' cycle. This process is initiated, facilitated and overseen by the SENDCo, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENDCo will be responsible for liaising with those agencies. The SENDCo will also provide advice and guidance throughout the process, and may carry out some additional assessment.

**ASSESS** - The teacher and SENDCo will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. The half termly pupil progress meetings supported by a member of the senior management team will be invaluable too. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENDCo, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

**PLAN** – Pupils and parents will be involved in the planning process as much as possible. This means that the pupil and their parents/carers are fully involved. This will be used to determine outcomes for the child in the short and longer term.

**DO** - The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

**REVIEW** - The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly.

If the child's attainment and rate of progress continues to be a concern, more specialist support and advice is sought from the appropriate professional.

This could be:

- Educational Psychologist
- Speech and Language Therapist
- Medical e.g. Paediatrician, Occupational Therapist, specialist teacher.

This would always be done in partnership with parents. At this point a CAF (Common Assessment Framework) would be initiated. This provides a holistic assessment of all the child's needs both at school and home. The CAF assessment may confirm that all needs are being met with the support in place or set further goals to be achieved, identifying the need for more specialist support for the child. If this is the case then a TAF (Team Around the Family) meeting is organised with the identified specialists involved.

More information for families about the CAF process is available here:

<http://www.lancashirechildrenstrust.org.uk/resources/?siteid=6274&pageid=45139>

An SEND Support Plan would be completed if a complex need was identified; gaining further views from the child and parents. This gathers further information from both the child and parents on the child's needs, support and aspirations.

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise and the outcomes for the child are not improving despite SEND Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan. Evidence is gathered and sent to the Local Authority. If it is agreed by the Local Authority that the child meets the criteria for an integrated assessment the process is initiated.

If an Education, Health, Care Plan is agreed then it must be reviewed at least annually (six monthly for Foundation Stage children). If not, the child's needs continue to be met within the school setting.

## **7. CRITERIA FOR EXITING SEND PROVISION:**

A child may no longer require Special Educational Provision when they:

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

## **8. SUPPORTING PUPILS AND FAMILIES:**

At St Mary's we are committed to working closely with parents. Parents are made aware of the Information, Advice and Support Services (IASS), formerly Parent Partnership Service, and are supported to engage with external agencies.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCO. Some home activities may be provided. Parents of children with Statements/ EHC Plans will be invited to a yearly review, along with relevant agencies working with the family and the pupil themselves.

Medical issues are first discussed with the parents/carers. If support is required the school nurse will be contacted. The child may then be referred for assessment through his/her GP.

If a teacher is concerned about the welfare of a child they should consult the SENDCo and/or Head teacher as the DSL.

Depending on the special educational needs of the children different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist, the Traveller Service.

For those pupils who have SEMH needs, time is allocated to ensure pupils receive the individual pastoral support they require from our ELSA trained staff. There are two ELSA trained staff in school and these two members of staff are also undergoing THRIVE training. As a school we are undertaking whole school THRIVE training with a view to adopting the THRIVE approach.

The School's Child Protection Designated senior lead is Mr Ian Jones (Head Teacher)

The School's 2<sup>nd</sup> Child Protection DSL is Mrs Amanda Barrett (Deputy Head Teacher)

## **9. ADMISSIONS:**

Pupils with special educational needs will be admitted to St Mary's R.C. Primary School in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs. In the case of a pupil joining the school from another school, St Mary's R.C. Primary School will seek to ascertain from parents whether the child has special education needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher and SENDCo will meet with the SENDCo of the receiving school to discuss SEN records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend a transition review meeting held in Year 6.

## **10. MEDICAL NEEDS:**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

In school there is a medical list that is updated at least annually and distributed to each class teacher and other key members of staff. Children with specific medical conditions have Care Plans in place which are reviewed annually. Any key medical information that all staff need to know is displayed (with parental permission) in the staffroom and kitchen (if relevant).

The Head teacher liaises with the school nurse regularly to identify any medical needs and ensure all medical needs are met; this may include signposting to other medical specialists that are more appropriate.

All staff have regular training on key medical needs e.g. Anaphylaxis.

## **11. MONITORING AND EVALUATION OF THE POLICY:**

This policy will be reviewed annually and updated in the light of new developments. Progress will be monitored and evaluated via the action plan and reported in the Annual Governors Report.

## **12. MONITORING AND EVALUATION OF SEND:**

The process of monitoring and evaluating SEND provision is ongoing by:

- Consulting all stakeholders both in terms of their experiences and whole school approaches
- Giving pupils a voice during SEND support reviews and statutory statement and EHC Plan reviews.
- Regularly auditing SEND provision by the SENDCo.
- Meeting staff at half termly pupil progress meetings.
- Evaluating impact through data analysis and tracking
- Informing Governors about the impact of SEND provision and how it is developing.

## **13. TRAINING AND RESOURCES:**

All staff are encouraged to undertake training and development. This is identified through:

- Support staff appraisals
- Responding to specific areas that are identified through the School Improvement Plan
- An area of need that arises due to changes within school.



The school uses funding to provide external professional advice and support for individual pupils in line with their statements and in relation to needs.

Governors will ensure that there is a suitably qualified SENDCo who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.

For those pupils who have SEMH needs, time is allocated to ensure pupils receive the individual pastoral support they require from our ELSA trained staff. There are two ELSA trained staff in school and these two members of staff are also undergoing THRIVE training. As a school we are undertaking whole school THRIVE training with a view to adopting the THRIVE approach. The SENDCo will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff.

## **14. ROLES AND RESPONSIBILITIES:**

### **The Governing Body:**

The SEND Governor will support the Governors to fulfil their statutory obligations by ensuring:

- the full governing body receives a report at every termly meeting via the Standards and Effectiveness committee to update progress on SEND issues,
- the SEND policy is reviewed annually,
- the governors' annual report details the effectiveness of the SEND policy in the last year, any significant changes to the SEND policy, why they have been made and how they will affect SEND provision,
- the school prospectus explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

### **The Head Teacher:**

The Head teacher manages the school's special educational needs work. The Head teacher will keep the Governing Body informed about the special educational needs provision made by the school. The Head teacher will work closely with the SENDCo, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Head teacher and the SENDCo will identify areas for development in special educational needs and contribute to the school's improvement plan.

### **The SENDCo:**

- Oversee the day to day operation of the SEND Policy.
- Review the SEND Policy annually with all staff.
- Co-ordinate provision for children with SEND.

- Keep records for all children with SEND and check that all relevant paper work is completed.
- Work closely with the Head Teacher, Senior Leadership Team, teaching and support staff to co-ordinate provision for the children with SEND.
- Ensure that appropriate SEND Support is in place and is reviewed at least termly.
- Liaise, advise and support all staff in meeting the needs of individual children
- Manage and deploy the support staff (TAs, Behaviour Support Worker) to meet the identified needs of the children in school.
- Complete appraisal for the support staff annually.
- Liaise with all outside agencies.
- Actively encourage and develop parental engagement, providing support and information.
- Co-ordinate and contribute to in service training for staff.
- Track and monitor progress of children with SEND, identifying and supporting further needs.
- Keep a list of children who are identified with SEND.
- Review and update the Medical Policy, Administration of Medication Policy and Asthma Policy at least annually
- Co-ordinate transition for children with SEND.
- Use a variety of assessments to identify children's specific needs in order to plan and support relevant intervention and support.
- Provide more specific intervention in response to assessment findings.
- Lead in the CAF process.
- Ensure that all statutory requirements are being met.

#### **CLASS TEACHER:**

All members of staff have a responsibility for meeting the needs of children with SEND by:

- Following procedures in identifying children who have needs that are additional to and different from the class needs as early as possible. This can be at pupil progress meetings identifying the progress being made and any barriers to learning being identified. In response to this, short term intervention is put in place and progress is monitored following this. If identified children's progress is not accelerated to bring them back in line with expected progress then children could be identified with SEN.
- Assessing the needs of the children with SEND in class, planning and differentiating lessons so that all children can access the curriculum and work with greater independence.
- Providing a variety of methods of recording and teaching styles/strategies.
- Directing the work carried out by the support staff with support from the SENCO, as needed.

#### **SUPPORT STAFF:**

Working under the direction of the teacher to support children with identified SEND:

- Supporting the children, recording their progress and liaising with the class teacher at least weekly to feedback what the child has learned.
- Following the timetable for support.
- Seeking advice and support, as needed, from the teacher and SENDCo.
- Encouraging the child to work independently.
- Following agreed procedures in school, e.g. safeguarding, confidentiality etc.
- Supporting the class teacher by assessing impact of intervention, under the guidance of the teacher and SENDCo.
- Providing information as needed for meetings.

## **15. STORING AND MANAGING INFORMATION:**

At St Mary's R.C. Primary School, we fully recognise the confidential nature of SEND information. Hard copy files are stored in the Deputy Head Teacher's office, whilst electronic files are stored with the SENDCo.

## **16. REVIEWING THE POLICY:**

The policy will be reviewed as part of the school's evaluation cycle. The policy is due for review in March 2023.

## **17. ACCESSIBILITY:**

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. St Mary's R.C. Primary School publishes its accessibility plans within its Local Offer and its Inclusion policy. These can both be found on the school's website.

## **18. COMPLAINTS PROCEDURE:**

It is our intention at all times to give children and parents the best possible service. Parents' comments and suggestions are always welcome. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the SENDCo.
- discuss the problem with the Deputy Head teacher or Head Teacher.
- More serious on-going concerns should be presented in writing to the SEN Governor, who will inform the Chairman of the Governors.

## **19. BULLYING:**

Bullying is taken very seriously at St. Mary's R.C. Primary School. If there are any incidents of bullying we promote telling someone, whether it is the victim or someone who has witnessed the incident. All reports of bullying are taken seriously and acted upon immediately. To view the school's policy on anti-bullying, see the school's website.