

This policy reflects current legislation but is inspired by Jesus:

*Then he took a child and made him stand in front of them. He put his arms round him and said to them,* ***‘Whoever welcomes in my name one of these children, welcomes me, and whoever welcomes me, welcomes not only me but also the one who sent me.’***

(Mark 9:36-37)

The name of the SENCO role at St Mary’s RC Primary and Nursery School is a shared responsibility:

Mrs C. Curran Mrs J. Feighan

Qualifications: BA (Hons) with QTS Qualifications: BA (HONS) with QTS

NASENCO Award (National Award for SEN

Co-ordination)

SENCOs at the school since: September 2016

Mrs C. Curran can be contacted on: [ccurran@stmarysrcmidd.rochdale.sch.uk](mailto:ccurran@stmarysrcmidd.rochdale.sch.uk)

Mrs J. Feighan can be contacted on: [jfeighan@stmarysrcmidd.rochdale.sch.uk](mailto:jfeighan@stmarysrcmidd.rochdale.sch.uk)

or

0161 643 7594

Our SEN Link governor is:

Mrs Margaret Hyde

This policy complies with the statutory requirements laid out in The SEND Code of Practice 0-25 Years (2014) and has been written with reference to the following guidance:

* Equality Act 2010
* SEND Code of Practice 0-25 Years (2014)
* School’s SEN Information Report Regulation (2014)
* Statutory Guidance on Supporting Pupils at school with Medical Conditions (April 2014)
* Safeguarding Policy
* Accessibility Plan
* Teachers’ Standards 2012
* Confidentiality Policy

Please note that policies are available from school upon request.

*“Every teacher is a teacher of SEN”*

What we want for our children (Our Aims):

At St Mary’s we believe that:

* Every teacher is a teacher of SEN;
* High quality teaching, differentiated and personalised will meet the needs of the majority of children and is the first step in responding to pupils who may have SEN;
* SEN provision is under-pinned by quality first teaching and is compromised by anything less;
* Every child should be included;
* All children should achieve their best;
* All children should be confident individuals and live fulfilling lives;
* All children should make a successful transition into adulthood;
* Children should not be treated less favourably for a reason which relates to their disability;
* Children should make effective progress and realise their full potential.

To do this we will (Our Objectives):

* Use our best endeavours to ensure that children with SEN get the high quality support they need;
* Ensure that children with SEN engage in the activities of the school alongside children who do not have SEN. We value all children in our school equally;
* Ensure that children with SEN receive a broad and balanced curriculum;
* Engage with our parents and carers fully from the start;
* Seek the views of our children and take them into account;
* Ensure staff are consulted with and have their CPD needs met;
* Identify children’s needs as early as possible;
* Ensure effective liaison and partnership working with outside agencies;
* Ensure that we provide support and intervention by following a graduated response model;
* Provide SEN support in the form of a four-part cycle of Plan, Do, Assess and Review;
* Map the provision for all who need it.

Definition of SEND:

* A child or young person has SEN 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 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
* For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

We recognise that the following areas may impact on a child’s progress and attainment but may not necessarily be considered as SEN:

* Having a disability;
* Having English as an Additional Language (EAL);
* Being Gifted and Talented;
* Having inconsistent Attendance and Punctuality;
* Being in receipt of Pupil Premium Grant;
* Being a Looked After Child (LAC);
* Being a child of a Serviceman/ Woman;
* Being a child of Travellers;
* Social, emotional, behavioural & mental health.

The 4 Broad Areas of Need

The 4 Broad Areas of Need give an overview of the range of needs that we plan for in school. In practice, children often have needs that cut across some or all of these areas and their needs often change over time. We use the following merely as a guide:

* Communication and Interaction;
* Cognition and Learning;
* Social, Emotional and Mental Health;
* Sensory and Physical.

The Graduated Response to SEN

A single category of support: SEN Support. Please see Appendix 1 for more information.

Support for SEN is triggered through CONCERN that despite providing opportunities or using alternative approaches to learning, children:

* Make little or no progress;
* Work at levels significantly below others of a similar age;
* May show persistent social, emotional or behavioural difficulties which hinders progress;
* May have sensory or physical problems which hinders progress;
* Experience communication or interaction difficulties, which require an individual specific intervention in order to achieve access to learning.

The SENCO will:

* Map provision;
* Track provision and monitor impact;
* Consult with parents;
* Advise and support the class teacher;
* Ensure an appropriate provision map is in place;
* Liaise with the TA;
* Track progress of SEN children and measure impact.

The class teacher will:

* Remain responsible;
* Work with the SENCO;
* Include all children;
* Continue to differentiate and personalise learning;
* Liaise with the TA;
* Track progress of SEN children and measure impact.

If the child continues to make less than expected progress following detailed tracking and monitoring, then further advice and support will be sought from external professionals.

The SENCO will also consider an appropriate approach such as:

* Mapping provision;
* Providing different materials or equipment;
* Using extra staff to work closely with the child;
* More effective strategies via staff development or training;
* Group support;
* Devising interventions and monitoring their effectiveness by providing extra adult time;
* Engaging LA support for advice on strategies and equipment or staff training.

The teacher will:

* Remain responsible;
* Continue to differentiate;
* Work with the SENCO;
* Liaise with the TA;
* Track progress and impact;
* Include all children;
* Contribute to meetings and referrals.

If a child, despite our intervention at SEN Support, continues to make less than expected progress, we may make a referral for statutory assessment to the Local Authority (LA). This may lead to an Education, Health and Care Plan (EHC Plan).

Criteria for entry and exit

When concern about a child is raised we will:

* Record via referral form/slip (initial concern/watch list)
* Monitor for half a term;
* Carry out more in-depth observations;
* Conduct some preliminary assessments;
* Raise and discuss our concerns with the parent.

Following the initial monitoring period, if a child requires further support and intervention we will place him or her on our SEN List. A child may be removed from the list if progress is made and if the support provided has enabled him or her to work at a level of independence, alongside peers.

Supporting children with Medical Conditions

* The school recognises that children at school with medical conditions should be properly supported so that they 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 (SEN) or an Education, Health and Care Plan (EHC Plan) which bring together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
* We are compliant with the guidance entitled “Supporting Children at School with Medical Conditions 2014” and have a Medical Policy. Please refer to the school website, a copy is available upon request

Supporting Children and Families

* We have an SEN Information Report for parents on our school website. A copy is also available upon request.
* We have an Admission Policy available for viewing on our school website or a copy is available upon request.
* We will provide information in alternative forms for parents who may be unable to access our documents
* Rochdale’s Local Offer for SEND can be found at: [www.rochdale.gov.uk/schools\_and\_children/special\_educational\_needs/send\_-\_the\_local\_offer](http://www.rochdale.gov.uk/schools_and_children/special_educational_needs/send_-_the_local_offer)
* St Mary’s contribution to the LA can be found on our school website and is also available upon request

Monitoring, Evaluating and Reviewing our Policy

We will do this by:

* Assessing the success and achievements of our children;
* Consulting with parents, children, staff and governors;
* Reviewing policies annually;
* Evaluating progress;
* Monitoring interventions;
* Reviewing provision;
* Reviewing statements and EHC Plans;
* Engaging in professional dialogue;
* Auditing our SEN policy and practice;
* Provision mapping.

Roles and Responsibility

Teacher’s responsibilities include:

* Providing quality first teaching;
* Giving high quality provision;
* Having overall responsibility – tracking, monitoring, impact;
* Providing and delivering Interventions;
* Differentiating and personalising learning;
* Liaising with the SENCO, TAs and any other professionals as necessary.
* Liaising, advising and taking advice from parents.

SENCO duties include:

* Overseeing the day-to-day operation of the school’s SEN policy;
* Monitor provision for children with SEN;
* Liaising with the Designated Teacher where a looked after child has SEN;
* Advising on the graduated approach to providing SEN support;
* Advising on the deployment of the school’s delegated budget and other resources to meet children’s needs effectively;
* Liaising with parents of children with SEN;
* Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies;
* Being a key point of contact with external agencies, especially the local authority and its support services;
* Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
* Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
* Ensuring that the school keeps the records of all children with SEN up to date.

Headteacher

* The Headteacher has responsibility for the day-to-day management of all aspects of the school’s work, including provision for children with SEN. The Headteacher reports regularly to the governing body and works closely with the SENCO

Governing Body

The school governing body has specific responsibility to:

* Do its best to ensure that the necessary provision is made for any child who has special educational needs;
* Ensure that children’s needs are made known to all who are likely to teach them;
* Ensure that teachers in the school are aware of the importance of identifying, and providing for, those children who have special educational needs;
* Consult the LA and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
* Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the children with whom they are educated and the efficient use of resources;
* Ensure that parents are notified of a decision by the school that SEN provision is being made for their child;
* Ensure that policies in school do not treat children with SEN less favourably (including our anti-bullying policy).

Complaints Procedure

In the first instance concerns should be raised with the class teacher. In the event that the matter is not resolved, the SENCO should be consulted. In the unlikely event that an issue persists, the Headteacher should be sought. Thereafter, and ultimately, the responsibility lies with the Chair of Governors. This process is in line with our School Complaints Policy, available upon request.

The policy will be reviewed regularly and is available on the school website or from school upon request.

Dated: December 2019 Review Date: December 2020

Headteacher: Mrs Geddis

Chair of Governors: Mrs M Hyde

Link Governor: Mrs M Hyde

Reviewed: November 2019