



ST.MARY'S RC PRIMARY SCHOOL

WE PRAY, PLAY & RESPECT ALL

Special Educational Needs and Disability Policy

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 SENCO role at St Mary's RC Primary and Nursery School is a shared responsibility:

Mrs C. Curran
Qualifications: BA (Hons) with QTS
NASENCO Award

Mrs J Feighan
Qualifications: BA (Hons) with QTS
NASENCO Award in process – April 2021 completion

SENCOs at the school since: September 2016

Mrs C. Curran can be contacted on: ccurran@stmarysrcmidd.rochdale.sch.uk
Mrs J. Feighan can be contacted on: 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: advice for Schools DFE Feb 2013
- 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
- The National Curriculum in England, KS1 and KS2 document, July 2014

Please note that policies are available from school upon request.

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.
- Assess children regularly so that those with SEN are identified as early as possible
- Work towards developing expertise in using inclusive teaching and learning strategies

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:

The 2014 Code of Practice says that: A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Taken from 2014 SEN Code of Practice: 0 to 25 Years– Introduction xiii and xiv.

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.

The school reflects what the Code of Practice states (p88 sect 637) in that pupils are only identified as SEN if they do not make adequate progress once they have had relevant adjustments and strategies, including good quality personalised teaching. This is known as 'SEN Support'. We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children/young people themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.

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

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 purpose of identification is to work out what action the school needs to take; not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, not just their special educational needs.

The Graduated Response to SEN

We are committed to early identification in order to meet the needs of children with SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from other staff in school. 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 or SATs, or using our online assessment tool Target Tracker. Teachers will then consult the SENCO to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved through personalised learning. If subsequent intervention does not lead to adequate progress then the teacher will consult the SENCO 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 individual provision for that child and the child would be registered as receiving SEN Support. We seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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 school will use the graduated approach as advised in the Code of Practice 0-25 Years – ‘Assess, Plan, Do, Review’. This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENCO will update all records of provision and impact of that provision. The teacher will maintain the personalised plans and keep them updated.

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.

Statutory Assessment of SEN

If the school is unable to meet with all the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite our intervention at SEN Support, 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).

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's action and/or strategy plan
- records of reviews with pupils and parents, and their outcomes
- Common Assessment Framework (if applicable)
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child

- involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP).

Annual Review of the EHC Plan

All EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action plan

Any amendments to the EHC Plan will be recorded. The SENCO will record the outcomes of this meeting and will ensure that it is sent to the LA.

Criteria for exiting Special Educational Provision

A child may no longer require SEN support, where they

- make progress that is significantly faster 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.

Supporting children with Medical Conditions

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. The school's Single Equalities policy can be found on the school website at <http://www.stmrc.co.uk/policies/>.

Some may also have special educational needs (SEN) and may have an Education, Health and Care plan (EHC) which brings 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".

Supporting Children and Families

Rochdale Local Authority's Local Offer can be found at <https://www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page?localofferchannel=0>

This policy forms part of the school's SEN Information Report.

The school is committed to working closely with parents, parents meet regularly with school staff and concerns and successes are shared. Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCO. Parents are encouraged to be involved with target setting for personalised plans. Some home activities may be provided. Parents of children with EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child and the pupil themselves. Medical issues are first discussed with the parents/carer. If support is required, the school nurse will be contacted. The child may then be referred for assessment through his/her GP. The school's Medical Needs policy can be found on the website.

Depending on the special educational needs of the children different agencies may be involved e.g. occupational therapist, speech and language therapist, RANS, Educational Psychology service, physiotherapist, paediatrics.

If anyone in school is concerned about the welfare of a child they should consult the school's Designated Safeguarding Lead (DSL), Michael McGrail or our Children's Welfare Officer Charelle McKenzie.

Admissions

Pupils with special educational needs will be admitted to St Mary's RC 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, we 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 relevant personalised provision. Details of the school's Admissions policy are available on the school website.

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 SENCO will meet with the SENCO of the receiving school to discuss SEN records and the needs of the individual pupils.

Monitoring, Evaluating and Reviewing our 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. Progress on the annual targets will be reported in the Annual Governors Report to Parents.

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).

Storing and managing information

The confidential nature of SEND information is fully recognised at St Marys’s RC Primary School. Hard copy files are stored in a locked cabinet, whilst electronic files are stored securely on the school network.

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: March 2021

Review Date: December 2021

Headteacher: Mrs Geddis
 Chair of Governors: Mrs M Hyde
 Link Governor: Mrs M Hyde

Reviewed: December 2020
 Updated Review: March 2021