

St. Mary's R.C. Primary School
Policy for Special Education Needs and Disabilities (SEND)

School Mission Statement

"Jesus is the heart of our school"

Abbreviations used

ASCOS Autism Outreach Support Service

CoP Code of Practice

EHCP Education Health and Care Plan

EP Educational Psychologist

EMS Enhanced Mainstream School

DQM Dyslexia Quality Mark

ESWS Educational Social Work Service

LAC Looked After Children

MEA Minority Ethnic Achievement

QFT Quality First Teaching

SEND Special Educational Needs and/or Disabilities

SENCo Special Educational Needs Coordinator

SENDIASS Special Educational Needs and Disability Information, Advice and Support Service

NYPACT North Yorkshire Parent and Carers Forum

TA Teaching Assistant

School aims and values

The aim of St Mary's R.C. Primary School and its Governing Body is to work together with parents and carers to provide a broad and balanced education to meet the individual needs of each child. To achieve this, the children are taught within the National Curriculum framework so that every child is challenged to the highest formation, both human and Christian. Our whole school aim is that children leave as confident individuals, who live fulfilling lives, making a successful transition into adulthood, whether into employment, further or higher education or training (6.1 Code of Practice for SEND).

We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We are committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We will respond to learners in ways which take account of their varied life experiences and needs. We consider that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

Objectives.

- To provide quality learning experiences for all the pupils at St Mary's R.C. Primary School.
- To establish an agreed range of practices in relation to the identification and support of pupils with special educational needs.
- To ensure that our resources are fully utilised in providing support for pupils so that they have the fullest access to a broad and balanced curriculum.
- To ensure all teachers are well equipped to identify and meet needs.
- To ensure that learners express their views and are fully involved in decisions that affect their education.
- To keep parents and carers informed and involved at all times and consult with them to monitor, assess and review their child's needs
- To promote effective partnerships and involve outside agencies when appropriate ensuring that all partners are aware of responsibilities.

Philosophy

"If a child cannot learn in the way we teach, then we must teach in a way that the child can learn"

(Ignacio Estrada)

The school community believes that:

- All pupils are equally valued and the school has high aspirations for all.
- All pupils are the shared responsibility of all staff. In line with the Code of Practice January 2015, Class Teachers have responsibility for the progress and attainment of every child in their class, including those with SEND (code of Practice 6.36).
- All pupils are entitled to a broad and balanced curriculum, which is personalised and focused on outcomes.
- All children are given the opportunity to achieve their full potential.
- Children who experience a wide range of engaging activities gain in confidence and become more independent.
- Promoting wellbeing will encourage children to maintain high standards of attendance, behaviour and achievement.
- Early identification is key to addressing the needs of all pupils.
- There are different routes to achievement and adapting teaching and learning to the different needs of learners will promote and enable success.
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs.
- Parents must be fully informed and staff will use their best endeavours to engage them as partners in their child's education
- It is essential to listen to the views of all pupils, so that they can take an active part in their learning, Pupil voice underpins our provision.
- Governors must take an active role in monitoring and evaluating the effectiveness of the SEND policy.

Principles

A child is defined as having Special Educational Needs (SEN) if they have a learning difficulty that calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

- has a significantly greater difficulty in learning than the majority of children of the same age.
- has a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

The Code of Practice states that: *Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. (xiii, xiv Code of Practice January 2015)*

Procedures

The Headteacher has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEN provision is as follows:

The Special Educational Needs Co-ordinator (SENCo) for the school is Miss S Fautley. The SENCO has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. (CoP 6.88). The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. (CoP 6.89)

The SEN Governor is Mrs Dee King.

Whilst Mrs King takes a special interest in SEN, the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

The Role of the SENCo:

Miss S Fautley is the SENCo at St Mary's R.C. Primary School. Working towards the National Award for Coordinating Special Educational Needs.

The role of the SENCo will include (CoP 6.9):

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil 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 pupils' needs effectively
- liaising with parents of pupils 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 head teacher 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 pupils with SEN up to date
- undertake appropriate training to keep abreast of SEN legislation and guidance and to be able to provide continuing up to date expertise in the role.

The Role of the Head Teacher:

The Head Teacher:

- is the 'responsible person' in receipt of information from the LA regarding the special educational needs of children within St Mary's RC Primary School.
- will designate a member of staff, the SENCO, to oversee the provision of special educational needs throughout the school.

The Role of the Governing Body and SEND Governor

The Governing Body will:

- have a responsibility to ensure that identification of and provision for children with special educational needs and/or disabilities is being made with reference to the Code of Practice, the North Yorkshire County Council criteria and the school's special educational needs and disabilities policy.
- appoint a designated SEND Governor to take particular interest in and monitor the school's SEND provision.

The SEND Governor will:

- be aware of the policies, approach and procedures for all pupils within the school.
- liaise with the Special Educational Needs Coordinator to undertake regular reviews of the Special Needs Policy in order to evaluate its success and identify any shortfall.

The role of the Class Teacher

The class teacher will:

- strive to deliver quality first teaching for all pupils, differentiating teaching and learning to meet the needs of all pupils in their class
- provide a dyslexia friendly learning environment
- ensure all children are fully included in all activities and the full life of the school.
- track pupil progress and observe pupil development in accordance with school policy and identify any pupils causing concern to the Head teacher and SENCo.
- take part in review meetings and discussion with parents, carers and other professionals to evaluate and improve provision for individual pupils with SEND.
- work with the SENCo to devise and implement Individual Provision Maps for pupils with SEND.
- participate in relevant CPD to meet the needs of individual pupils within their class or to enhance whole-school SEND provision, at the direction of the Head teacher / SENCo.

- manage the contribution of teaching assistants to the provision to meet SEND within their class.

The Role of the teaching Assistant:

TAs will:

- liaise with and support the Class Teacher in enabling children with SEND to have access to an appropriate curriculum.
- play an important part in promoting the inclusion and independence of all children.
- record and/or report to the Class Teacher on the progress of pupils in meeting their targets.
- carry out assessments under the guidance of the Class teachers or SENCo prior to commencing an intervention programme, and on exit from the programme so that the effectiveness and impact of the intervention can be effectively monitored.
- take part in any appropriate training to develop their effectiveness in supporting children with special educational needs.

Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of the school's budget. This will be used to support children who are receiving SEN support and those children with an Education Health and Care Plan (EHP). Those pupils with a statement or an EHP will access additional funding and will receive what is called Element 3 funding.

The SENCo, Headteacher, Senior Leadership Team and governors agree how the allocation of resources is deployed for greatest impact.

Identification of needs

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the head teacher, the SENCO and all members of staff have important day to day responsibilities. All teachers are teachers of children with special educational needs.

Class 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 (CoP 6:36)

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN (CoP 6.37)

Class Teachers must have a clear understanding of the desired outcomes for pupils and expectations of tracking progress from a pupil's entry point

The Class Teacher and SENCo will consider a range of information before deciding whether to make special educational provision for a pupil. This will include data on performance from the school assessment and tracking systems, and may include the use of 'P' scales, formative assessments, and will include discussions with pupils and parents, and information gathered from pupil progress meetings. This information will be considered alongside national data and expectations of progress.

Whole school provision maps covering the 4 areas of need showing provision in 3 columns- QFT/Booster/catch-up, personalised and targeted provision for pupils identified as having SEN will be used by class teachers to inform planning, teaching and learning strategies.

Booster/catch up and intervention programmes will be organised and effectiveness will be closely monitored by class teachers, SENCo and Headteacher.

Quality First Teaching

The staff at St Mary's R.C. Primary School are committed to delivering the highest standards of teaching to our pupils in line with the Quality First Teaching and learning principles.

Professional discussions and pupil progress meetings will identify any pupils who are falling significantly outside of the range of expected academic achievement. This will be considered in line with national standards and age related expectations for pupils. Predicted progress and attainment will be monitored closely.

Where a pupil fails to make expected progress or progress is not in keeping with previous attainment, staff with the support of the SENCo will identify strategies and booster/catch-up programmes designed to improve attainment.

These booster catch -up programmes will often, but not always, be delivered by teaching assistants. The SENCo or designated leader of the intervention will oversee these programmes and offer guidance, advice and support.

The child's Class Teacher will take steps to provide appropriately differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The SENCO will be consulted as needed for support and advice and may observe the pupil in class.

Through the above actions, the level of provision the child will need to progress effectively will be ascertained.

Partnership with parents plays a key role in enabling children with SEND to achieve their potential. At St. Mary's R.C. Primary School we recognise that parents hold key information and have knowledge and experience to contribute to a shared view of a child's needs and the best way of supporting them. All parents of children with SEND will be treated as partners and supported to play an active and valued role in the education of their children. Any concerns will be discussed with parents during parents' evenings, or by means of a structured conversation style meeting.

Parent's evenings are one of the channels used to obtain parents/carers views and to share information on the progress being made by children. Information sharing for pupils with SEN should be ongoing with parents, with milestones being celebrated and updates shared at least termly and following pupil progress meetings

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to enable them to make the most of their education

which will be ascertained in whatever manner is most appropriate. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs and to reviews where and in whatever manner this is appropriate.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be made to add them to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. This is called SEN support.

This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes (CoP 6.44)

- Assess
- Plan
- Do
- Review

Assess (CoP 6.45 - 6.47)

A range of formative and summative assessments will be carried out by the Class Teacher, the SENCo and any specialist outside agencies as appropriate.

This involves clearly analysing the pupil's needs using the Class Teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.

The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to areas of need, barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan (CoP 6.48 - 6.51)

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home (CoP 6.51). All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies and approaches that are being employed and the outcomes that are being sought.

This plan will be recorded in an Individual Provision Map, fully completed by the Class Teacher with the support of the SENCo; a copy to be kept in the Class Teachers file, copy to Parents/Carers and copy to be filed by SENCo.

It will detail the adjustments to be made in the classroom such as seating arrangements/use of writing slope/overlay etc. and the child will be involved in having responsibility for these adjustments where appropriate. Precisely what is to be done or learned will be agreed and itemised with the parents/carers involved fully with any decisions.

A date for review will be set at an agreed appropriate time, termly as a minimum.

The Class Teacher will complete an Inclusion Passport for each child on the SEN Register and this must also be kept up to date termly with details of provision. It will list successful and less successful strategies that have been tried. The pupil's perspective will also be recorded in the pupil voice section and responded to in future planning.

The SENCo will quality assure these documents termly and seek parents and carers views.

The class teacher will also give parents/carers details of how to access parent support services SENDIASS and NYFACT

Do

The Class Teacher remains responsible for working with the child on a day-to-day basis.

They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main Class Teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, strategies such as those that promote working independently and developing resilience and other effective support will be provided in discussion and through observation by the SENCo.

Review

Reviews of a child's progress will be made regularly and at least once per term with parents. This may be in addition to parent/carers and teacher consultation meetings.

The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The Class Teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents, the pupil, and any outside agencies involved.

If a child makes good progress s/he will be removed from the SEN register

If a pupil has recently been removed from the SEN register following review and discussion with parents, they may also fall into a category of 'continued monitoring'. This means the child's progress, development and behaviour will be more closely monitored to ensure they continue to do well.

Parents will be fully informed and consulted at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

A child may also be tracked and recorded by the school as being "monitored" due to concern by parent or teacher but this does not automatically place the child on the school's SEN register.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties then there may be a requirement to request an Education and Health Care plan (EHCP). 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 Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents or carers
- Teachers
- SENCo
- 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 at Local Authority level by a team of people from education, health and social care about whether the child requires additional funding to meet their needs.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

Whole school approaches:

- All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all
- All staff have appropriate access to up to date information about pupils with additional needs
- The SENCo and other outside agencies will offer advice on differentiation, next steps and SMART targets to all staff
- A graduated response ensures that pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- All students have individualised targets
- Whole school provision maps are available and shared with staff, pupils and parents know what reasonable adjustments are available.
- Learning conversations with staff, parents and pupils ensure that there is a graduated response in meeting individual needs and enable the child to become an independent learner.

- Provision for pupils with SEND is reflected throughout school self-evaluation
- The complaints procedure is transparent and easily available to parents
- Good access arrangements are made so that all pupils can demonstrate their full potential in SAT's tests and assessments
- St Mary's R.C. Primary School uses the Local Authority's 'local offer' to inform the school of provision they must offer. This is published on the school website as part of the SEND Information Report.

Individualised approaches:

- Additional interventions will be implemented as necessary and these interventions will be regularly monitored and evaluated
- Personalised and targeted interventions will be selected from research based programmes and will be delivered with fidelity to the programme by appropriately trained staff
- They will be quality assured and monitored by subject leaders and the SENCo
- Additional help will be sought appropriately from, Educational Psychologists, Enhanced Mainstream Schools, Educational Social Workers, staff from Social Care, Minority Ethnic Achievement Specialists, Autistic Spectrum Outreach services, Speech and Language and Sensory Impairment Specialists, and other agencies as appropriate.
- Pupils on the SEN register will have Inclusion Passports and details of these can be found on the website in the school's information report.
- Some pupils will have individualised provision maps, risk assessments or health care plans.
- Reviews will be held regularly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways.
- Teaching Assistants will be trained and deployed appropriately so that they can encourage and support pupils to become independent learners.
- Transition arrangements will be personalised to support additional need

Areas of need:

- Cognition and Learning (CL)
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)
- Speech Language and Communication Needs (SLCN)
- Social, Emotional and Mental Health (SEMH)
- Autistic Spectrum Disorder (ASD)
- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

Monitoring and Evaluating performance

Monitoring and evaluating the progress of pupils with SEND is an integral part of our whole school system to monitor and evaluate achievement, teaching and learning, behaviour, leadership and management.

This includes:

- monitoring and evaluating the effectiveness of interventions, including their value for money
- analysis of data examining the progress of different vulnerable groups
- learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- annual financial returns
- completion of statutory functions by the SENCo related to referral for support or education health care plans, termly meetings, PEP meetings and reviews for LAC and annual reviews.
- work scrutiny of pupils with SEND
- focused monitoring and development of SEND provision by the SENCo, LA adviser, SEN Governor
- detailed discussions with families and pupils
- progress through transitions
- attendance and exclusions analysis
- local authority analysis of information and data about the school

The Governing body evaluate the work of the school by:

- Appointing an SEND Governor who is a champion for pupils with SEND
- Ensuring the SENCo has the relevant qualifications
- Ensuring the SEND information report is current and on the school website see note below
- The SENCo and SEN Governor will meet termly to discuss and review practice
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents and pupils
- Ensuring there is appropriate and continuing professional development taking place for all staff with regard to SEND
- Holding the school to account for its use of SEND spending and its impact.
- Obtaining the views of pupils with SEN and their families
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND
- Holding the school to account for its use of SEND funding

Managing Transition

Parents/Carers of children with SEND will be offered suitable arrangements for transition visits to St Mary's R.C. Primary. Following discussions with the parents, teachers from the Nursery setting, the Head teacher and the SENCo, the child may have flexible starting arrangements to cater for their specific needs. Parents/Carers will be met along with other professionals that may be involved with the child to discuss outcomes, practical arrangements and aspirations as the child starts Reception.

Whether transferring from one class to the next, or from one Key Stage to the next, teaching staff, support staff, parents and the pupil themselves will be involved in close liaison to ensure that the needs of each individual are discussed and fully understood by the receiving teacher. It is essential to plan ahead so there is no delay in providing the appropriate support for that child's needs.

When pupils with SEND transfer to Key Stage 3, there will be a meeting between the Year 6 Class Teacher, the SENCo and staff from the SEND Department of the receiving school. The purpose of this meeting will be to discuss specific needs and strategies that have proved to be successful along with providing a pen portrait of the pupil and discussing any additional and different needs when participating in the transition programme. There may be the opportunity to arrange additional bespoke visits if parents and carers feel this will be beneficial.

Complaints Procedure

The school's complaints procedure is outlined in the School Prospectus. The SEND Code of Practice outlines additional measures the school and LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

Policy Monitoring and Review

In line with school improvement planning, staff and governors review policies in a regular cycle.

Agreed by Governors Autumn 2015

Review due: Autumn 2016

*SEN information report 'The governing bodies of maintained schools and maintained nursery schools and the proprietors of Academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. Governing bodies and proprietors must also publish information about the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils being treated less favourably than others, the facilities provided to assist access of disabled pupils and their accessibility plans. The information published must be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information should relate to provision set out in the local offer.'