



## **SEND – Special educational Needs and Disability Policy**

This policy has been revised and complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014 / Up-dated May 2015)
- Schools SEN Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Accessibility Plan
- Teachers Standards 2012

### **Introduction**

This policy was created by the school's SENDCO Debbie Gill.

Debbie Gill is responsible for developing and managing the SEND policy as well as managing the provision we make for our children with SEN.

Debbie Gill can be contacted at:

St Mary's Catholic Primary School  
Lyme Road  
Axminster  
EX13 5BE

Phone: 012997 32785

E-mail: [dgill@stmarysaxminster.devon.sch.uk](mailto:dgill@stmarysaxminster.devon.sch.uk)

### **Rationale**

At St Mary's Catholic Primary School we are committed to providing an appropriate and high quality education to all of the children in our local community. We believe that **all** children should be equally valued and are entitled to a broad, balanced and relevant academic and social curriculum, which is accessible, and inclusive. We are committed to eliminating discrimination and prejudice to create an environment where all children can develop and grow.

Educational inclusion is about equal opportunities for all stakeholders in our community- children, their families, the community and staff. We recognise every adult is a teacher of every child including those with SEND.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best

- become confident individuals living fulfilling lives, and being supported to achieve their full potential
- make a successful transition through the phases of their education

## **Aims And Objectives**

At St Mary's Catholic Primary School we aim:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To work within the guidance provided in the SEND Code of Practice, 2014
- To identify the roles and responsibilities of all staff in providing for children's special educational needs.
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum.
- To ensure that all children including those with SEN have equality of opportunity and their achievement is monitored in accordance with our equalities objectives.
- To work in cooperation and partnership with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## **Identifying And Assessing SEN**

Pupils are assessed on entry to the school through the normal testing procedures. If their needs have been identified on transfer, liaison will be made with the appropriate agencies. Parents must be informed prior to placement on the SEND record so all procedures can be explained and agreement reached regarding future support. Parents are regularly updated on their child's progress.

We assess each child's current skills and levels of attainment on entry, building on information from parents/ carers and previous schools. At the same time, we consider evidence that a child may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class teachers, supported by the SLT, make regular assessments of progress for all children. These seek to identify children 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

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. Where a pupil is identified as having SEND, we take action to remove barriers to learning and put effective provision in place.

The first response is high quality teaching targeted at their areas of need through a plan, do and review process. Where progress continues to be less than expected the class teacher/ practitioner working with the SENDCO, assess whether the child has SEN.

All children are assessed regularly and data updated regularly. Progress is closely monitored to ensure provision matches need. Data for children with SEND and additional needs is scrutinised and this informs the additional provision that is put into place. Pupils with statements/EHCPs are, if appropriate, invited to attend their Annual Reviews.

### **The three stages of SEND provision are:**

#### **School Based Support(SBS)**

Involves early intervention that is additional to, or different from the 'normal' curriculum. This is targeted support and can be within the classroom or in the form of interventions. The child's progress and the impact of the support/interventions is carefully monitored. The SENDCO meets with teachers and any TAs that work with the child, at least bi-termly to check the impact of the provision. If the interventions planned during SBS do not enable the child to make satisfactory progress over a period of time then we, in consultation with the parents/carers may seek support from external agencies.

#### **External Support**

These children have a support plan/ individualised programmes with targets or recommendations to follow. There is involvement of professionals from outside agencies. These targets are reviewed with professionals and families at least three times per year.

#### **Statement/ Statutory EHCP**

Only a very small proportion of pupils require a Statement/ EHCP. These pupils are likely to have severe or complex needs that require more specialist advice and support. They will require personalised planning.

**St Mary's Catholic Primary School is an inclusive school** where pupils who have a Special Educational Need or have a disability (SEND) take part in all aspects of school life. We endeavour to make all reasonable adjustments for disabled children, to prevent them being put at a substantial disadvantage.

### **How we achieve this**

1. Promoting inclusion and enable progress for all across the school, working alongside parents/carers and outside agencies
2. Legal requirements are adhered to. All staff and governors have a legal responsibility for determining the policy and provision for pupils with SEND and additional needs (these are outlined in roles and responsibilities appendix)

The SEND code of practice recognises four areas of need:

- **Communication and Interaction:** Speech, Language and Communication needs  
Autistic Spectrum Disorder
- **Cognition and Learning:** Learning difficulties, Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
- **Social, Emotional and Mental Behaviour** reflecting underlying Health (SEMH) difficulties: mental health difficulties (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder
- **Sensory and/or physical:** Hearing Impairment, Visual Impairment, Physical disability, Multi-sensory impairment

Information and training is given to staff about students who have additional needs.

3. Needs are identified and assessed quickly
4. Make sure provision matches need and has an impact

5. Roles and responsibilities are clear. Children work with the setting to improve their own learning. Families, outside agencies and the setting, work together to support the children. Teachers and practitioners continually monitor progress to ensure provision matches need.
6. Resources are allocated according to need
7. School leaders and teaching staff, including the SENDCO identify any patterns in the identification of SEN, both within the setting and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.
8. St Mary's Catholic Primary School's arrangements for assessing and identifying pupils as having SEND are set out as part of our SEN Information Report (see app)

### **Intervention**

The SENDCO, and the child's class teacher/ practitioners decide on the action needed to help the child progress in the light of ongoing assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve individuals or small groups of children being
- withdrawn from class for intervention
- Staff development and training to introduce more effective strategies.
- The child's class teacher will be responsible for working with the child and liaising with other staff who work with the child to ensure delivery of any individualised programme in the classroom
- Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action.
- The SENDCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

### **Medical conditions**

The Children and Families Act 2014, places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND, their provision is planned and delivered in a co-ordinated way with the healthcare plan.

### **Funding for SEN support**

Schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. This is to provide high quality appropriate support from the whole of its budget. We consider a strategic approach to meeting SEN in the context of the total resources available. Where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold an EHCP must be in place and funding allocated to provide this.

### **Staff training and support**

We are committed to gain expertise in different areas of Inclusion. Staff training is offered as part of the settings on going CPD/ INSET/ staff meetings. The most valuable resource for any child is quality first teaching from the adults and support within the classroom. The allocation of such support depends on the nature of the child's needs. The SENDCO attends local cluster groups and keeps up to date with the national picture. We work closely with several outside agencies, which offer expertise and support in their field. In cases where we call upon such expertise, parents' permission is first sought and regular reviews are arranged. All relevant information is shared with staff as appropriate.

### **Monitoring student progress**

Teachers and practitioners are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from LSA's or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. In deciding whether to make special educational provision, the teacher and SENDCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and assessments. For higher levels of need, we have arrangements in place to draw on more specialised assessments from external agencies and professionals. This information gathering includes the child and their parents, to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. We also inform parents and young people about the local authority's information, advice and support service. We promote and plan for successful transitions between phases of education within and beyond our setting.

### **Partnership with parents**

The 2014 SEN act emphasises the role played by parents of children with SEND and additional needs. To ensure this happens parents should be supported so they are able to:

- Recognise and fulfil their responsibilities as parents and play an active role in their child's education
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known about how their child is educated
- Have access to information, advice and support

### **This is achieved by:**

- Close liaison with parents through regular family consultations, parent's evenings, SENDCO meetings and invitations to SEN reviews
- The SENDCO and class teachers are available by appointment to meet parents who have specific concerns
- Regular information being sent home
- Annual reports to parents on their child's progress
- Teachers will meet parents/carers at least twice yearly to report on progress and provision for their child

### **Pupil Voice**

Children are involved in making decisions where possible right from the start of their education. The way in which children are encouraged to participate should reflect their evolving maturity. At St Mary's Catholic Primary we encourage pupils to participate in their learning by involving them where possible in any decisions made. The pupils should also be involved in setting realistic targets for themselves as part of their own personal development, whilst acknowledging and building on their strengths.

### **Involving specialists**

Where a pupil continues to make less than expected progress, despite evidence-based support and Interventions that are matched to the pupil's area of need, we consider involving specialists, including those secured by the school itself or from outside agencies. We may involve specialists at any point to advise on early identification of SEN and effective support and interventions. We involve a specialist where a child continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence based SEN

support delivered by appropriately trained staff. The children's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with the parents and staff supporting the child in the same way as other SEN support.

**Such specialist services include, but are not limited to:**

- Educational psychologists - (EPs support schools to improve all children's experiences of learning. They use their training in psychology and knowledge of child development to assess difficulties children may be having with their learning and can offer a range of appropriate interventions, such as learning programmes and collaborative work with teachers and parents.)
- Health professionals- School health nurse, community paediatrician, health visitor, specialist nurses Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers or support services, Communication and Interaction Team, Social Emotional Mental Health Wellbeing and Behaviour Team, Youth Intervention Team, Inclusion Team and Early Help agencies.
- Therapists (including speech and language therapists, play therapists, occupational therapists and physiotherapists)

**Requesting an Education, Health and Care needs assessment**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents will consider requesting an Education, Health and Care needs assessment and consider specialist provision. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of a graduated SEN response.

**Evaluating Success: The success of the setting's Inclusion policy and provision is evaluated through:**

- Monitoring of classroom practice by the SENDCO, Senior Leadership Team and subject co-ordinators
- Analysis of data and test results for individual pupils and for cohorts
- Value-added data for pupils on the SEND/ additional needs register
- Monitoring of procedures and practice by the SEND governor
- The school's self-evaluation,
- A yearly update of the SEND policy
- The school's Development Plan.
- Frequent meetings of parents and staff, both formal and informal, to plan provision and targets, revise provision and celebrate success.

**Publishing information: SEN information report**

St Mary's Catholic Primary School publishes information on their website regarding policy for pupils with SEN. The information published is updated annually and any changes to the information occurring during the year are updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

**Arrangements for Complaints**

Should pupils or parents/carers be unhappy with any aspect of provision, our procedure is: To approach the class teacher, who will discuss the grievance with the parent. If this fails to resolve the problem, the parent will be directed towards the SENDCO or Head teacher. Should this not reach

a satisfactory conclusion, the parent will then be advised to approach the governors; initially through the parent governor or the governor responsible for SEN/ inclusion.

Debbie Gill

December 2018

This policy is reviewed annually.

