

ST MARY'S CATHOLIC PRIMARY SCHOOL

SEND POLICY



Policy No: PAS01/10/11/22	Version:	2
	Author:	SENIOR LEADERSHIP
	Committee:	PASTORAL
	Minute No:	PAS01/10/11/22
	Date Issued:	November 2022
	Review Date:	November 2024

INFORMATION

The named person who is responsible for managing the provision for SEN at St Mary's Catholic Primary School is Mrs Price.

Mrs Price is also a member of the Senior Leadership Team.

Mrs Price can be contacted through the school office on 232170 or via email info@stmarys.co.uk

The named Governors for SEN is Helen Loizou who can be contacted through school on the above number and email.

The content of the policy reflects the SEND Code of Practice 2014, 0-25 guidance. It has been shared with the school's governing body and will be reviewed regularly.

An annual SEN Information Report will be shared with parents, carers and the governing body and published on the school's website.

Every teacher is a teacher of every child or young person including those with SEN. As such St Mary's Catholic Primary School adopts a 'whole school approach' to special educational needs which involves all staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

OBJECTIVES

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

DEFINITION OF SPECIAL EDUCATIONAL NEEDS WHAT DOES SEND MEAN?

SEND means special educational needs and disabilities. Children have a special need if they have a learning difficulty which calls for special educational provision to be made. This will be if the child:

- Has significantly greater difficulty in learning than the majority of children of the same age.

Or

- Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of school age within the Local Authority

The four broad areas of special need will be identified as either:

Communication and Interaction – children who have difficulty communicating with others.

- Speech and language and communication needs (SLCN)
- Autism Spectrum Disorder – difficulties with social interaction.

Cognition and Learning -children who learn at a slower pace than their peers, even with appropriate differentiation:

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD – pupils likely to need support in all areas of the curriculum and associated difficulties with mobility and communication)
- Specific Learning Difficulties (SpLD – affecting one of more specific aspect of learning e.g. dyslexia, dyspraxia, dyscalculia)

Social, Emotional and Mental Health – a wide range of difficulties that manifest themselves in many ways, eg withdrawal, challenging or disruptive behaviour, anxiety, depression, self-harm, eating disorders or other physical symptoms.

- Attention Deficit Disorder (ADD)
Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder

Sensory and/or Physical Needs

- Visual Impairment
- Hearing Impairment
- Multi-sensory Impairment
- Physical Disability

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

The following are not considered to be SEN but they may impact on progress and attainment;

- Disability (if reasonable adjustments can be made Code of Practice 0-25)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

IDENTIFICATION OF PUPILS' NEEDS

All our children are treated as individuals and the class teacher, alongside other support staff, plan an appropriate differentiated curriculum for our children with additional needs to ensure high quality teaching and learning with effective support and resources. Clear individual education plans and care plans are put in place and reviewed regularly. A range of carefully tailored interventions are developed, reviewed and evaluated to ensure maximum progress and impact for our children. Termly key assessments ensure that children are on track to meet targets and planning accurately addresses needs. Progress and individual education plans are regularly reviewed and evaluated to inform the next steps.

A graduated approach:

Quality First Teaching

1. Any pupils who are falling significantly outside of the range of expected academic achievement for their age will be monitored
2. Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties
3. The child's class teacher will take steps to provide differentiated learning opportunities that will support the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. This will be completed using Provision Mapping throughout the school
4. Staff will consult the SENCO as needed for support and advice. It may be appropriate to observe the child in class.
5. Through points (2) and (4) it can be determined which level of provision the child will need to move them forward
6. If a child has been recently removed from the SEN register they may also fall into this category as continued monitoring will be necessary
7. Parents will be informed fully of every stage of their child's development and are encouraged to share information and knowledge with the school
8. The child is recorded by the school as being monitored due to concern by a parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings
9. Parents' evenings and individual education plan meetings are used to monitor and assess the progress being made by the children

SEN SUPPORT

Where it is determined that a pupil does have SEN, it will be discussed with parents and the children will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so to remove barriers to learning. The support provided consists of a four part process:

- Assess
- Plan

- Do
- Review

This is an on-going cycle to enable the provision to be monitored, impact assessed and different interventions to be put in place as the child's needs change. The Assess, Plan, Do, Review cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes. A child's needs area also identifies through school provision mapping and IEPs.

ASSESS

- Analyse the pupil's needs using the class teacher's assessment, experience of working with the pupil, details of previous progress and attainment, comparisons with peers and views of parents, pupils and outside agencies.
- Any parental concerns will be noted and discussed.
- Regular reviews to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are appropriate
- Share information with external agencies. Where they are not involved they may be contacted, if this is felt to be appropriate, following agreement from parents.

PLAN

- Planning will involve consultation between the teacher, SENCO and shared with parents to agree the interventions and support that are required; the impact on progress, development and / or behaviour that is expected and a clear date for review. Individual Education Plan meetings are held three times per year.
- All staff working with the pupil, will be informed of their individual needs (including medical), strategies that the child responds to and intervention programmes in place

DO

- The class teacher remains responsible for working with the child on a day to day basis. Class Teachers have responsibility for planning, monitoring interventions, and liaising with support staff. Teachers will support Teaching Assistants with assessing and reviewing the impact of the support.
- Additional support and assessment of a pupil's needs will be provided by the SENCO. The SENCO will seek advice from external agencies if appropriate.

REVIEW

- A child's progress will be regularly reviewed and the impact of support will be monitored. The quality of support will also be monitored and reviewed regularly.
- Child's views and where necessary the parents views will be taken into account, parents are invited to an Individual Education Plan meeting at least three times per year. 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 and the pupil.

REFERRAL FOR GRIP FUNDING (GRADUATED RESPONSE FOR INDIVIDUAL PUPIL)

GRIP is a Derbyshire initiative which was developed under the special educational needs and disabilities reforms. GRIP will allow schools to access higher level need funding without the necessity to request an Education Health and Care Plan (detailed below) for pupils with significant barriers to learning.

Derbyshire's Graduated Response for Individual Pupil (GRIP) initiative is for pupils with significant special educational needs in mainstream Primary and Secondary schools.

GRIP gives pupils access to specialist services, as appropriate, such as SSEN (Support Service for Special Educational Needs), at this earlier stage and gives schools the earlier opportunity to reduce barriers to learning for pupils. If an application is successful, schools will receive GRIP funding straight away, without the 20 week assessment period for an education, health and care needs assessment (EHCNA).

Schools will be able to submit documentation directly to show that a pupil's needs and barriers to learning require additional funding, above the resources normally available to them.

The GRIP funding will give schools and parents/carers the opportunity to be more flexible in how pupil support is best delivered and a range of interventions can be considered. Parents/carers must be fully involved and agree the GRIP Plan in partnership with school.

REFERRAL FOR AN EDUCATION HEALTH AND CARE PLAN (EHCP)

- If a child has lifelong or complex difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or 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 application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Teachers / SENCO
- Parents

- Social Care
- Educational Psychologist / Clinical Psychologist (if appropriate)
- Health Professionals – CAMHS, School Health, Paediatricians

Information will be gathered relating to the current provision provided, impact of the provision and remaining barriers to learning. A decision will be made panel of professionals from education, health, social care about whether the child is eligible for an EHC Plan.

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

Further information about EHC Plans can be found via the **SEND Local**

offer: www.derbyshire.gov.uk/SEND

EDUCATION, HEALTH AND CARE PLANS (EHCP)

1. Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the child's needs cannot be met by the support that is ordinarily available. The school, child's parents and other professionals who support the child will be involved in developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The EHC Plan will also 'move' with the child. The annual review (Child Centred Review) enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support / amending objectives.

WHAT IS THE LOCAL OFFER?

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes

information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

More information can be found on; www.derbyshire.gov.uk/SEND

INCLUSION OF PUPILS WITH SEN

The Headteacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively through school. The school curriculum is reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, about individual children, with external agencies when appropriate.

The **admission arrangements** for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

LINKS WITH SUPPORT SERVICES

The school has a strong working relationship and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing information and knowledge with support services is key to the effective and successful SEN provision at our school.

Support Services include;

- Educational Psychology
- Health – School nurse, Paediatricians, Clinical Psychologists
- CAMHS (Child, Adolescent and Mental Health Service)
- Speech and Language Therapists
- Teachers for the visually, physically impaired
- Physiotherapists, Occupational Therapists
- Behaviour Support Service

- Support Service for Special Educational Needs
- Specialist Outreach Services – Autism Outreach
- Social Services
- Multi Agency Teams

WORKING PARTNERSHIPS WITH PARENTS/CARERS

St Mary's Catholic Primary School believes that a close working partnership with parents /carers is vital to ensure that;

- Information is shared with everyone
- Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- Continuing social, emotional and academic progress of children with SEN
- Personal and academic targets are set and met effectively

In cases where more frequent contact with parents is necessary children will have an Individual Education Plan (IEP) in place. In such cases parents will be invited to IEP meetings three times per year: October, February and June. During these meetings parents will be involved in planning and reviewing short term targets for their child, interventions will be evaluated and amended where appropriate. Parents will also have the opportunity to talk to their child's class teacher, teaching assistant and SENCo at this time. The teacher from the Support Service for Special Educational Needs will also be invited if they are involved with the child.

SUPPORTING PUPILS AND FAMILIES

- Mrs Price is responsible for ensuring SEN children access KS2 SATs and other assessments that take place during the school year.
- When moving to a new year group information is shared with the new class teacher regarding provision, strategies and interventions. All paperwork and reports are also given to the next teacher. When a child moves from Nursery or transfers to Secondary School staff liaise with each other and share information, records are transferred and additional transition visits are set up for individual children if appropriate.

SUPPORTING CHILDREN IN SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils 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 and may have a Statement, or Education, Health and Care 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.

Arrangements are put in place to support individual pupil's with their specific medical needs

/ conditions. Meetings are held between parents, and the relevant medical professionals. Where appropriate Health Care Plans are drawn up. Staff administering medicines or working with children with specific needs receive regular training. We work in accordance with the Supporting Pupils at School with Medical Conditions published by the DFE in April 2014.

ACCESSIBILITY

The layout of the school facilitates access for adults and children with disabilities to all areas. Doors are sufficiently wide enough for wheelchair access and ramps outside allow access to the grounds and building. In the Foundation 2/Year 1 building, there is a Disabled Toilet and changing area.

COMPLAINTS PROCEDURE

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the Head teacher or SENCO, who will be able to advise on formal procedures for complaint. A copy of the policy can also be found on the school's website.

EVALUATING SUCCESS

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the previously agreed targets outlined in the pupils' IEP progress reviews and /or Annual Reviews. In addition, evidence will be gathered regarding:

- Staff awareness and individual need
- Success of the identification process at an early stage
- Pupil observations
- Academic progress of pupils with special educational needs
- Data analysis
- Monitoring of specific interventions and their impact
- Parental feedback/pupil feedback
- Improved behaviour of the children, where this is appropriate
- Children who feel happy, safe and want to 'Let their light shine' in their achievements at St Mary's Catholic Primary School.