St Mary's Catholic Primary School

Achieving Ambitions

SEND POLICY

We guide our pupils on to the path to achieving their ambitions.

On their journey, they **Love** *one another,* **Learn** *to achieve excellence,* **Laugh** *through enriching experiences and* **Live** *life to the full.*

Drafted by	Carl Gendre (SENDCo)
Approved by Governors	Teaching and Learning
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Related Policies and Documents:
- SEN Report
- Local Offer
- Accessibility Plan
- Child Protection and Safeguarding Policy
- Administration of Medicines Policy

Aims and principles

All members of Staff and Governors at St Mary's accept responsibility for pupils with Special Educational Needs and Disability (SEND) and are committed to meeting their pastoral, social and academic needs within a caring Catholic and Christian environment.

As with every child in our care, children with SEND are valued, respected and entitled to develop to their full potential, irrespective of need.

We aim to identify and assess as early as possible all children with SEND and we have the highest expectations for their achievement.

This policy has been developed in consultation with parents and carers, children, a range of staff members, governors and SEND professionals.

This policy reflects the **Special Educational Needs and Disability Code of Practice:** 0 to 25 Years published by the Department for Education and the Department for Health (2015).

The following key objectives are at the heart of our approach to SEND provision.

- The needs of all pupils who have SEND will be recognised and addressed at the earliest opportunity.
- Pupils will have the greatest access possible to a broad and balanced education, with maximum possible access to the curriculum, including extra-curricular activities.
- We will work to establish effective partnership between families and their children, the school, the LA and outside agencies.
- We will provide an equal opportunity for every child identified as having Special Educational Needs regardless of sex or ethnic origin, in line with the School's Equality Policy.
- All staff will receive appropriate training to equip them to perform their role effectively.

Definition of Special Educational Needs

At the heart of the work in every class at St Mary's lies a cycle of planning, teaching and assessing. These arrangements take into account the wide range of abilities, aptitudes and interests that the children bring into the school. The majority of children will learn and progress within these arrangements however for some children, additional support may be required.

The SEND Code of Practice, 2015 categories four key areas that can cause barriers to learning:

- **Language, communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

Children have Special Needs or a Disability if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age, or
- Have a disability, which 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 a local education authority.
- Have behavioural difficulties that create barriers to their learning of other pupils.

Any concerns related to a child's **behaviour** are seen as an underlying response to a need. That need must be explored and addressed so that the behaviour does not impact on learning.

At St Mary's we are keen to be as specific as possible about a child's particular needs, without labelling the child itself.

A child may have one or more areas of need, which may or may not be interconnected; and those needs are likely to change over time.

St Mary's is clear about other factors that might impact on a child's achievement, but which we do not consider to be SEND.

Children who are not making the same rate of progress as their peers may not necessarily have SEND -

English as an Additional Language (EAL)

Attendance and punctuality

Health and welfare

Being eligible for Pupil Premium funding

Being a Child in Care (CIC) or a child previously in care (CPIC)

The Code of Practice outlines the 'reasonable adjustment' duty for all schools provided under current Disability Equality legislation. Where reasonable adjustments can be made, a child's **physical disabilities** alone do not constitute SEND.

Supporting children at school 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.

We have a clear policy for the Administration of Medicines, which is available on the school website.

Roles and Responsibilities

The Executive **Head teacher and Head of School** has responsibility for the day - to - day management of all aspects of the school's work and will keep the governing body informed**.** The Head teacher will also manage the work of the Health and Safety Group the School's and are responsible for meeting the medical needs of pupils.

The **SEND Governor** AnnMarie Klein

AnnMarie holds meetings with the SENDCo and reports back to the Full Board of Governors. SEND information is regularly contributed to Governors meetings as part of the Executive Head teacher's reports; with data discussed at the Teaching and

Learning Committee; and when staffing or resourcing decisions are discussed at the Resources Committee.

St Mary's appoints a Special Educational Needs and Disability Co-ordinator **(SENDCo**) (Carl Gendre) to work with the Head of School, Executive Headteacher and Governors to:

- lead policy development
- plan provision
- arrange and manage staffing
- liaise with external professionals
- communicate between school and families
- help with pupils' transition between schools
- analyse data
- produce the annual SEND Report
- ensure that the school adheres to the new SEND Code of Practice (2014).

The Class Teacher is both responsible and accountable for the progress and development of all pupils in their class, including those pupils who access support from teaching assistants or specialist staff.

Where support staff work with pupils with SEND, the teacher has overall responsibility for those pupils and must ensure that they make appropriate progress. Class teachers will also communicate with parents regarding their child's progress and any additional measures put in place to support this.

Every teacher's planning is expected to show how children's different needs, interests and abilities will be catered for. This 'differentiation' can be achieved by providing different activities, varying the degree of challenge or individualising the amount and type of support given.

The **Individual Needs Assistant** (INA) will liaise with and support the class teacher in order to best plan and provide for the child they support. They will help implement individual provision plans and record progress.

Each class has **Teaching Assistant** (TA) who work with individuals and groups of children. The TAs are also directed in the afternoons to work with particular children around the school, running intervention programmes or following up the work of visiting specialists.

Our **Learning Mentor** supports children's emotional wellbeing, working closely with members of the school team to help children and their families cope with difficult times and to overcome barriers to learning.

Our Sunflower Class is a bespoke learning provision that is lead by Lorraine Scott. It has a personalised learning programme, linked to the subjects covered in their year group classroom and any targets identified within an Individual Learning Plan (ILP) or an Education, Health and Care Plan (EHCP).

Admissions

We believe that all children are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into the next phase of their education

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. We also consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Admission arrangements and criteria are set out in the school prospectus.

As a Catholic school, we aim to admit all children with SEND who would benefit from attendance at the school, as far as it is reasonably practical and compatible with the education of other children in the school and the efficient use of resources.

We are an inclusive school at St. Mary's.

Identification, Assessment and Provision

The purpose of identification is to work out what action the school needs to take, rather than to fit a child into a particular category.

To help us identify children's specific needs, we listen to any concerns from families, teachers, and specialists – and from the children themselves.

We watch for any issues with children's achievements and their progress. We highlight any changes in a child's behaviour that might point to particular problems or challenges.

Half – termly Pupil Progress Meetings allow Class Teachers, Senior Leaders and the SENDCo to discuss all the available evidence about a child and consider how best to offer them support.

External professionals are often called upon to carry out specific assessments and to provide guidance.

The SENDCo accesses appropriate training opportunities and arranges training for other members of staff as necessary to equip the school to recognise particular Special Educational Needs.

In half-termly Pupil Progress meetings and as part of our on-going assessment, teachers and other staff make regular appraisals of progress for all pupils, seeking to identify pupils 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

National data and expected levels of attainment and progress are used to inform all decisions.

The first response to less than expected progress is usually high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected, the class or subject teacher, working with the SENDCo, assesses whether the child has SEND.

While informally gathering evidence (including the views of the pupil and their parents) we work as quickly as possible to put in place extra teaching or other rigorous interventions designed to secure better progress, wherever required.
The pupil's response to such support can help identify their particular needs.
We maintain a **Register of Special Educational Needs**, outlining each child's particular needs, the provision they are receiving and from whom: in-school staff and external professionals.
Recording a child's needs is the first stage in a cycle of ASSESS, PLAN, DO and REVIEW.
If, after using specialist advice and after gathering detailed information, a child's needs are felt to be greater than can addressed by current arrangements and reasonable adjustments in school, the application for an Education and Health Care (EHC Plan) will be started, in consultation with the child's parents or carers (see the Code of Practice).

Access to the curriculum

Accessing a broad and balanced curriculum for children with SEND can necessitate finding ways of meeting children's individual needs within the framework of the National Curriculum.
Adaptive teaching and/or differentiated approaches can include:

- Extending the time taken to reach attainment levels.
- Breaking down progress into smaller steps.
- Using a variety of teaching and learning strategies.

Adaptive teaching and/or differentiation of class work within a common curriculum framework will help the school to meet the needs of all pupils.
Having assessed and identified a child's need, St Mary's can offer support in a variety of ways, depending on the type of need, i.e.

- Support within a small group, within the classroom, with differentiated class work.
- Individually, within the classroom, with increased differentiation.
- Individually, within the classroom, with TA support.

- Small group/in pairs, withdrawn from the classroom, with TA support.
- Small group/in pairs, within the classroom, with TA support.
- Individually/in pairs/in group's in-class or withdrawal support, in some cases from outside agencies in small groups, withdrawn from the classroom, for direct teaching support.
- Implementing intervention programmes

Access arrangements (SATS support)

When a pupil is in Year 6, their data is analysed by the SENDCo and, if necessary, are assessed for extra support in their End of Key Stage SATs examinations.

Examples of support could be: a reader; extra time; movement breaks and/or a scribe.

Applications for access arrangements have to be submitted to the Department for Education and the support a pupil may receive is dependent on the scores they receive in specified tests alongside a history of need.

Links with Health Services, Social Services and Educational Welfare Services

St Mary's is responsive to any medical problem that a child might have, working in co-operation with the child health services, social services and educational welfare services.

St Mary's has a designated School Nurse Team that holds regular drop in sessions for parents.

All new entrants receive a routine medical screening by the School Nurse. Any concerns are discussed with the parents and referred to appropriate support services if necessary.

Other issues about a child's welfare can be raised with social services via Front Door for Families or the Multi- Agency Safeguarding Hub (MASH).

The SENDCo and members of our School Senior Leadership Team liaise with Social Workers as necessary, including attending meetings and case conferences to connect with other professionals such as Health Visitors and the School Nurse Team.

Local Offer

We have access to a range of services primarily based around Brighton & Hove's Inclusion Support Service (BHISS).

BHISS is a multi-disciplinary team of professionals who work with our school to meet the needs of our children, young people and their families to achieve the best outcomes to support access and inclusion for children and young people aged 0-25 with additional needs.

Based at Brighton & Hove Music & Arts Building, the Inclusion Support Service brings together Educational Psychologists, Specialist teachers, Primary Mental Health Workers, Specialist Practitioners and Family Support Workers.

Supporting children and families

St Mary's aims to have an effective working relationship and partnership with all families, especially regarding children with SEND.

Parents and carers of a child with an Education and Health Care Plan (EHCP) are involved in the entire process, including being invited to attend and contribute at the Annual Review of their child's Statement.

During the school year, the school arranges Parents' Evenings during the Autumn and Spring terms. An annual EHC plan review will also be held annually.

Separate meetings are also called between Teachers, Specialists, SENDCo and families as necessary to explain the support being given. These meetings are also good opportunities to discuss how parents and carers can help their children at home. We can connect families to key organisations or named professionals where appropriate. The SENDCo is always available for informal discussions about a child's provision, progress and wellbeing.

St. Mary's has an 'open door' policy, whereby parents can arrange an appointment to meet the class teacher, in the first instance and the SENDCo if they feel the need to discuss a particular concern.

Events are listed on the weekly newsletter.

The local authority's 'Local Offer' information resource is also publicised on the SEND section on the school website.

Monitoring and evaluating provision

At St Mary's we have a range of methods for monitoring and evaluating SEND provision – as part of an active process of continual review and improvement of provision for all pupils

We use Target Tracker to monitor all our children closely, analysing their progress and attainment in key areas of learning. This allows us to highlight individual children, but also groups – those having a particular intervention, for example – and assess their progress. This information is discussed in detail at the Pupil Progress meetings, at which the support we are providing can be changed or added.

Many of our interventions – *School Start*, for instance – involves detailed assessments being made at the start and end of the programme, which help us to decide whether they are worth continuing and, of so, which children are most likely to benefit. Programs like Nessy also provide their own tools for analysing children's progress.

Along with feedback from teaching staff, marked work, assessment tasks and general observations, we are able to build up a detailed picture for each child, and a clear sense of which strategies are having the greatest impact.

We report on the progress of SEND children to the Governors, and discuss all aspects of SEND provision and its impact, at half-termly Teaching and Learning Committee meetings.

The Governors also use Local and National data to evaluate the achievement of children at St Mary's with SEND, including comparing SEND- with non-SEND-children within the school and nationally.

Training and resources

Staff members discuss possible training needs during Performance Management meetings, and provision is made for this in consultation with the SENDCo and Head teacher.

The SENDCo also organises training for staff as opportunities arise or as needs dictate throughout the year.
The SENDCo attends Cluster network meetings in order to keep up to date with local and national updates in SEND.
Members of our Governing Body also attend training to be able to offer challenge and support to the work going on in school.

Storing and managing information

Information on SEND is managed and stored safely and with a high regard for confidentiality. Electronic information is accessible only to key members of staff (CPOMS) and paperwork is locked away or stored securely as required.
Local Authority email addresses are only used for sending sensitive information, and abbreviations are used where possible for further protection.
The School maintains a register of children with SEND, using the SIMS online data management system. This register is reviewed and updated on a continuous basis. The register is kept by the SENDCo.

Liaison with other schools

Nursery and pre-school groups contact the school with relevant information about children's learning using the Brighton and Hove Early Years Record.
There is a close liaison with Secondary School staff regarding Year 6 children.
The Year 6 teacher and SENDCo meet with Secondary staff in the Summer Term to discuss the children with Special Needs and we arrange additional visits to the Secondary school were required.
Any relevant Special Needs records and other forms of information are passed on to the new school and for pupils with an EHCP transferring to a new Key Stage Phase and Statutory Annual Reviews are held.
Records are sent on to a child's new school if they leave St Mary's to go to a different school.
Within school, children's Special Educational Needs are communicated during transition meetings between the existing and next class teachers. The SENDCo also

takes part in this process, ensuring that all the SEND information for a class is transferred to their new teacher – and all other staff members are fully briefed.

Accessibility

The staff at St Mary's are keen to identify and remove barriers to learning.
At St Mary's all the ground floor rooms (including school hall and library) are accessible to wheelchair users. There is a toilet designated for people with disabilities. Modified test materials are obtained when required: for example, large print texts to help children with visual impairments.
We aim to do everything we can to allow all children to participate in after-school clubs, leisure and cultural activities and school visits.

Dealing with concerns

The stages for discussing concerns are as follows in order:
At an informal level:

- Class Teacher
- SENDCo
- Head teacher

At a formal level:
Board of Governors

- A formal complaint to the Governing Body.
- A formal complaint to the LA.
- Appeal to the SEN Tribunal (see Code of Practice).

Bullying

St Mary's recognises that children with SEND may be particularly vulnerable to bullying.
Our bullying policy reflects this and is available on the school website. Issues or disability are discussed during the annual Anti Bullying Week.
We run an ongoing programme of Protective Behaviours training in all year groups, involving meetings with parents followed by taught sessions in school.

We believe that this is particularly important for children with SEND who may be more vulnerable.

The particular risks to children with SEND are also discussed during regular whole-staff safeguarding and child protection training.

Reviewing and updating the SEND policy

This policy is reviewed and updated annually – or whenever there are key changes in legislation or to school practice, or if new areas of need arise.