

Review date	Version	Date of next review	Approved
Dec 2015	1.2	Autumn 2017	

*updated Summer 2017*

**St Mary's Primary School Herringthorpe**  
**Special Educational Needs and Disabilities policy**

**OUR MISSION STATEMENT**

In our Catholic School we provide a:

**S**afe, loving and enriching environment

**T**rust, and patience

**M**otivation to reach individual's full potential

**A**cceptance and celebration of uniqueness

**R**espect for all

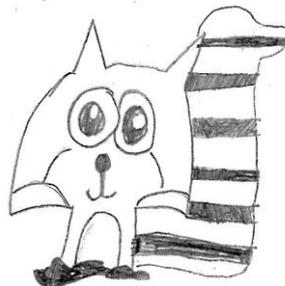
**Y**oung people nurtured in the Spirit of God.

**S**chool full of awe and wonder

St. Mary's School is a Rights Respecting School and as such the needs and well being of our children are at the heart of all policies in accordance with the United Nations Convention on the Rights of the Child

***Article 3***

***All adults should do what is best for you.***



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## **Introduction**

This policy document is a statement of the aims, principles and strategies to ensure effective provision for children with Special Educational Needs and Disabilities (SEND) at St. Mary's Catholic Primary School. Guidance from the SEND Code of Practice (2015) and the SEN and Disability Act 2001 is the basis of this policy.

## **Objectives**

- To identify at the earliest opportunity all children who have special educational needs.
- To work within the guidance specified by the SEND Code of Practice 2015, the Equality Act 2010 and the Disability Act 2001.
- To ensure that children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through all staff sharing responsibility for SEND.
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels.
- To give every child the entitlement to a sense of achievement.
- To work in partnership with the child, the child's parents / carers and other external agencies to provide for the child's special educational needs.
- To provide support and advice for staff working with children who have SEND.
- To ensure that the child's needs are assessed and to implement effective learning programmes.
- To identify the roles and responsibilities of the SENCO/head teacher, class teacher, parents, outside agencies, schools and the Governing Body in order to give the best possible provision for child with SEN.

- To ensure that progress is monitored in order to plan effective future provision.
- To regularly review the policy.

## **Definitions**

### Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (Code of Practice xiii)

A child has a learning difficulty or disability if he or she:

-has a significantly greater difficulty in learning than the majority of others of 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... (Code of Practice xiv)

‘...special educational provision is educational... provision that is additional to or different from that made generally for other children...of the same age...’ (Code of Practice xv)

### Disability

The definition of disability according to the Equality Act 2010 is: ‘a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children...with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. (Code of Practice xviii)

The Code of Practice identifies different categories of special educational needs:

## Communication and Interaction

This includes speech and language delay, impairments or disorders.

## Cognition and Learning

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia or dyspraxia.

## Social, emotional and mental health difficulties

This includes children who may be withdrawn, isolated, disruptive or hyperactive. For children who have significant mental health difficulties, an individual behaviour system may need to be implemented. Staff may need to receive additional training in order to support children with behaviour difficulties. Any updates to staff training or strategies for supporting children with behavioural difficulties will be incorporated in the school's behaviour policy.

## Sensory / and or physical needs

This includes children with sensory, multi-sensory and physical difficulties.

## **Roles and Responsibilities**

The person with overall responsibility for Inclusion is the head teacher, Mrs K. Thomas.

The **Head Teacher** is responsible for:

- The management of all aspects of the school's work, including provision for pupils with special educational needs.
- Keeping the governing body informed about SEND issues.
- Working closely with the SENCo
- The deployment of all special educational needs personnel within the school

- Monitoring and reporting to governors about the implementation of the schools' SEN policy.

The named governor for SEND is Mrs Amanda Ryalls.

If a parent wishes to speak to the Headteacher, named governor or the Senco, they are asked to make an appointment at the school office. Staff at St Mary's will endeavor to meet with parents as soon as possible.

The SENCO from Sept 2017 is Miss Abbie Shearstone

Key responsibilities of the Senco include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with special educational needs
- liaising with and advising class teachers
- overseeing the records of all children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies
- liaising with parents of children with special educational needs
- managing teaching assistants.

### **The Role of the Class Teacher**

**Every teacher is a teacher of children with SEND.** Therefore, St Mary's Catholic Primary school adopts a whole school approach to special educational needs. The class teacher has the overall responsibility for the education of **all** children in his or her class, including those with special educational needs. It is the class teacher's responsibility to inform the SENCO if they are concerned about a child's progress. In addition, the class teacher carries out assessments, consults with parents and seeks advice from the SENCO when appropriate. The class teacher creates targets for the child, with help from the SENCO. Furthermore, the class teacher organises adult support and resources to provide support for the child. The Senco will be available to offer support and advice where necessary. The class teacher will monitor progress and review future provision, in consultation with the SENCO, outside agencies and parents.

## **The Duties of Governing Bodies**

The governing bodies must ensure that:

- The necessary provision is made for any pupil with SEND
- All staff are aware of the need to identify and provide for pupils with SEND
- Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- They have regard to the requirements of the Code of Practice for Special Educational Needs (2015)
- Parents are notified if the school decides to make SEND provision for their child
- They are fully informed about SEND issues, so that they can play a major part in school self-review
- They set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

## **Resources and Funding**

The school has developed a range of resources for children with SEND.

- Human Resources: including SENCO, Teaching Assistants, Learning Support Service Teacher and other professionals from outside agencies.
- Material Resources: including games and specialist equipment recommended by the learning support service.
- Training: ensuring the continued professional development of all members of staff
- Every school receives an additional amount of money to help make special educational provision to meet children's SEN. This is called the 'notional SEN budget'. The amount in this budget is based on a formula which is agreed between schools and the local authority. A small number of schools may find they have many more children with SEN than expected. Where this does happen, the school can ask the local authority for additional funding.

- The government has recommended that schools should use this notional SEN budget to pay for up to £6,000 worth of special educational provision to meet a child's SEN. Most children with SEN need special educational provision that comes to less than £6,000.
- Top up funding. If the school can show that a pupil with SEN needs more than £6,000 worth of special educational provision, it can ask the local authority to provide top up funding to meet the cost of that provision. Where the local authority agrees, the cost is provided from funding held by the local authority in their high needs block.

### **A Graduated Approach**

In all classes, learning opportunities are differentiated according to the children's different abilities. This is known as Quality First Teaching. A class teacher may sometimes feel that the strategies they are using are not resulting in the child learning as effectively as possible. In this instance, the teacher will consult with the SENCO to seek advice. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

The Senco may, however, conclude that the child may need provision which is 'additional' and 'different' to that normally available in class. A meeting will be held in which the class teacher and SENCO, in consultation with parents, plan extra provision for the child. Advice may be sought from external agencies. Strategies are recorded on an individual provision map and a whole school provision map. Extra resources, for example, reading rulers, may be purchased in order to assist the child with their learning. Teaching staff will always attempt make the learning meaningful for the children by providing learning opportunities that incorporate the children's own interests. Teaching staff also look for creative ways for children to achieve their targets by, for example, helping the caretaker with his responsibilities around school.

Having special educational needs does not necessarily mean that the child should be withdrawn from class for long periods of time. A child with special educational needs may sometimes work individually, in small groups or in a whole class situation. External agencies frequently advise school on different strategies to use in the classroom in order to ensure the best possible provision for children with special educational needs. In light of this advice, changes may have to be made to the learning

environment. Some children with autism, for example, benefit from having an individual workstation set up in the classroom.

‘School Action’ and ‘School Action Plus’, have been removed from the new Code of Practice. They have been replaced with a single school based category for all children who need extra specialist support.

### **Provision mapping**

Provision maps record support that is additional to, or different from, the differentiated lessons provided for all children. The individual provision map focuses on three or four specific, short-term targets. The targets are shared with the child and the parents. The individual provision map also includes the teaching strategies to be used and the extra provision to be put in place. The targets are reviewed every term. Parents / carers are invited to attend all review meetings and their views are valued. The child’s views also forms part of the review meeting.

If the child:

- continues to make little or no academic progress
- continues working significantly below age related expectations
- has a social, mental or emotional difficulty which continually prevents the child from learning
- has sensory or physical needs which require additional specialist equipment/support
- has communication or interaction difficulties that impede the forming of relationships and academic progress

then support from external agencies may be sought. Parental permission will always be gained before external agencies work with a child.

Examples of external agencies that work with school are:

- Learning Support Service
- Educational Psychology Service
- Autism Communication Team
- Hearing Impairment Service
- Visual Impairment Service
- CAHMs (Child and Adolescent Mental Health services)

Advice from external agencies will be incorporated into future planning for the child’s needs.

## **Assessment, Recording and Reporting**

The class teacher is responsible for carrying out most of the assessments on the child, but sometimes assessments by external professionals may also be carried out. Records about the child are kept by the class teacher and centrally by the SENCO. The class teacher and Senco monitor the child's progress closely. Termly reviews are held to monitor progress and to plan next steps. Assessments are carried out at the beginning and end of specific interventions in order to evaluate the effectiveness of provision. National Curriculum stages are closely monitored through data on the school's tracking system.

The schools record keeping processes comply with the requirements of the Data Protection Act 1998. This Act requires that information must be:

- fairly and lawfully processed
- processed for limited purposes
- adequate, relevant and not excessive
- accurate and up to date
- not kept for longer than necessary
- processed in line with individuals' rights
- secure
- not transferred to other countries without adequate protection

## **Transition arrangements**

Records are passed on to the next teacher and to secondary schools to ensure progression and continuity in the provision for the child. The Senco from a local secondary school is invited to attend review meetings for children in Year 6.

## **Education Health Care Plans**

If a child has complex or lifelong difficulties they may undergo a Statutory Assessment Process. This will occur when the complexity of need or lack of clarity around the needs of the child is such that a multi-agency approach to provision is required.

The application for the ECH plan will combine information from a variety of sources including:

- Teachers/SENCO

- Parents
- Social care
- Educational Psychologist/Clinical Psychologist
- Health professionals

Following statutory assessment, an ECH plan will be provided by Rotherham Council, if it is decided that the child's needs cannot be met by the support that is ordinarily available. The school, parents and other professionals who support the child will be involved in developing and producing the plan.

Parents have a right to appeal against the content of the ECH plan. They may also appeal against the school named in the plan if it differs from their preferred choice.

The ECH plan will be kept as part of the pupil's formal record and reviewed annually in accordance with procedures outlined in the Code of Practice.

### **What is the Local offer?**

The SEND Local Offer is a resource that is designed to support children with Special Educational Needs and/ or disabilities and their families. More information can be found at : [www.rotherhamsendlocaloffer.org](http://www.rotherhamsendlocaloffer.org)

### **Training**

SENCOs, Teachers and LSAs will attend SEND courses which are of interest and have a particular bearing on children they are supporting.

Staff are given regular opportunities for INSET to develop their confidence and skills in working with children with children with SEND. Governors will be informed of school-based training and are invited to attend. NQTs will access specific training and induction programmes.

The Senco regularly attends cluster meetings with other local Sencos. Examples of good practice are shared with other members of staff during staff meetings and during mentoring sessions. The school's Learning Support Service Teacher often comments on the school's strengths and areas for development in relation to its provision for children with SEN.

## **Partnership With Parents**

We aim to promote a culture of co-operation with parents, schools, the Local Authority and others. We will do this through:

- Ensuring all parents are made aware of the school's arrangements for SEND including the opportunities for meetings between parents and SENCO.
- Involving parents as soon as a concern has been raised.
- Providing access to the SENCO to discuss the child's needs and approaches to address them.
- Where parents notify the school of their child's Special Educational Needs upon initially registering their child with the school, records will be requested from the child's previous school.
- The progress of children with special educational needs will be discussed regularly with parents. Parents are invited attend to annual reviews and termly reviews.
- School will reassure parents that any information or data with regard to their child's special educational needs will be strictly confidential and will be shared with staff on a 'need to know' basis. Information relating to a child's special educational needs will not normally be shared with other parents in the school. In the rare event that such sharing may need to occur, full permission from the child's parents / carers will be sought first.

## **Support to improve social, emotional and mental health development**

- Staff at St Mary's regard bullying very seriously and any accusations are investigated thoroughly. Two teaching assistants run the school's anti-bullying programme and they have regular meetings with the Head teacher.
- The school's Educational Psychologist has trained pupils and staff to use the 'peer mediation' programme. Peer Mediation techniques are now used successfully during playtimes.

- The 'Rainbows' programme is offered to children who have suffered recent bereavement or difficulties in their lives.

### The Voice of the Child

At St Mary's we encourage pupils to participate in their learning by:

- Being involved in target setting and identifying teaching and learning strategies that work for them.
- Considering their views in every aspect of their education.
- Encouraging self-advocacy and independence.
- Celebrating every child's strengths. A child with special educational needs may, for example, have significant difficulties with Literacy but be very talented at Design and Technology. Individual talents will be developed and celebrated in order to fully engage the child with school life.

### **Children who are Looked After and have SEND**

Regular Personal Education Plan (PEP) meetings are held for children who are 'Looked After' by the Local Authority. If a child who is 'looked after' by the local authority also has special educational needs, then termly review meetings are held in addition to the PEP meetings.

### **Supporting children with medical conditions**

The school recognises that children with medical conditions should be supported so that they have access to classroom education, school trips and physical education. Arrangements are put in place to support individual pupils with their specific medical needs. Health Care Plans are displayed in school so that all staff are aware if a particular child has a medical condition. Any medicines always accompany the child on school trips. Meetings are held between parents and relevant medical professionals. Staff administering medicines or working with children with specific needs receive regular training.

### **Complaints**

Any complaints regarding the provision for children with special educational needs should be addressed in the first instance to the class teacher. If parents need further advice they are welcome to arrange a meeting with the SENCO. If they feel their child's needs are still not

being met, they should make an appointment to see the Head teacher. If parents are still concerned they may contact the governor responsible for SEND and/or the Parent Partnership Services. The governor and/or parent Partnership Service may allocate an individual parent supporter or refer to the mediation service. The school will inform parents of these services. If these avenues are exhausted, then the school's Complaints Policy will be followed.