St Mary's RC Primary School
Special Educational Needs and Disability Policy

Our aim is to enable each child to reach his/her full potential. As a Catholic school we aim to build a caring and supportive Christian community where each individual is able to grow in faith and understanding. We recognise that each child is a unique individual with his/her own contribution to make to the life of the school.

Every teacher is a teacher of every child including those with SEN or disabilities.

Person with responsibility for special educational needs and disabilities:
Inclusion manager Kelly Doody.

Governer with responsibility for special educational needs and disabilities:
Michele Reilly

Introduction

The Special Educational Needs Code of Practice 0-25 (DfE 2015), promotes an educational provision of equal opportunities and high achievement for all children. It recommends a graduated approach to meeting children's special educational needs, across the ability spectrum, and encourages children and parents to take part in decisions about the nature of the provision involved.
In line with this, our policy at St Mary's is to ensure that children's Special Educational Needs are identified as early as possible and that action is taken to meet those needs. We aim to provide effective targeted support, with an emphasis on the careful monitoring of children's progress towards identified goals. This also incorporates provision laid down in the Disability and Inclusion Act of 2001 and provides a framework for strong partnership between parents, schools, Local Education Authorities, Health Care, Social Services and community based voluntary services. For additional information about our school's provision for children with Special Educational Needs and Disabilities, please see our SEND Information Report on the school website.

Definition of Special Needs and Disabilities

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others 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 in mainstream schools.

(Special Educational Needs and Disability Code of Practice: 0 to 25 Years)

Disability

Many children who have SEN may have a disability under the Equality Act 2010 – that 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'

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to the following needs:

- communication and interaction

- sensory and/ or physical impairment
- cognition and learning difficulties
- social, mental and emotional health

Objectives

Our objective is to meet our aims and to identify and assess children with special educational needs and disabilities as soon as possible and to use our resources to support these children as effectively as possible, seeking outside specialist help where necessary.

- To identify and monitor children's individual needs at the earliest possible stage so that their attainment can be raised.
- To monitor, record and evaluate the progress of identified children on a continuous basis.
- To work with the child, his/her parents and other professionals to remove barriers to learning
- To work closely in partnership with the parents/carers of the children who have special educational needs and disabilities.
- To ensure that every child with SEN creates working targets with their class teacher and parents where appropriate.
- To provide specialist external help to children where necessary.
- To work within the guidance provided in the SEND Code of Practice, 2014

Role of the Special Educational Needs Co-ordinator (SENCo)

At St Mary's RC Primary School the key responsibilities of the SENCo will include:

- overseeing the day-to-day operation of the school's SEND policy and report;
- coordinating provision for children with special educational needs and disabilities;
- advising on a "graduated approach" to providing "additional" SEND support
- liaising with and advising fellow teachers;
- supporting the child's teachers in creating learning plans outlining the support that they receive.
- managing the deployment of teaching assistants for SEND and 1-1 support workers;
- overseeing the records of all children with special educational needs and disabilities;
- being a key point of contact and liaising with parents of children with special educational needs and disabilities;
- contributing to the in-service training of staff;
- being a key point of contact liaising with external agencies including the educational psychology services, health and social services, speech and language services and the local authorities;
- referring children to outside agencies if felt that specialist support/assessment may be needed
- liaising with SENCO of the previous and the next provider to ensure a smooth transition
- writing reports on individual children as required;
- keeping abreast of developments in the field of special needs and disabilities through reading and attendance at relevant courses;
- providing diagnostic tests
- writing a SEND Support Plan for children requiring involvement from multiple agencies, together with parents and the class teacher
- preparing an Education, Health and Care Plan where needed
- reviewing Send Support Plans termly and EHC Plan's annually
- ensuring that the school can track and record support plans for children with SEND
- ensuring, with the Head Teacher and the Governing body, that the school meets its responsibilities under the Equality Act e.g. "reasonable adjustments and access arrangements"

At St Mary's RC Primary School the role of the SENCO is a strategic one and, in order to be fully effective, the SENCO is a member of the senior management team

Role of the Governors

At St Mary's RC Primary School the key responsibilities of the governors will include:

- making sure that the school has an up to date SEND Policy
- making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- making sure that the school's SEND funding is appropriately spent
- making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities
- making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure each child achieves his/her potential in school

Identification of Special Educational Needs

The first step in identifying children who have additional needs is through quality first teaching, using the approach of assess, plan, do and review.

We aim to identify children who have any difficulties as soon as possible so that appropriate support can be given from an early age. Full use is made of information passed on when a child transfers in to our school and we use assessments during the Foundation Stage to identify children and any difficulties they may have. (Evidence includes observations on entry, Foundation Stage Profile, Speech and Language Link, teacher assessment/observation).

Other methods used by teachers to identify pupils with SEN are as follows:

- discussion with parent/carer to see if they have noticed anything/have any concerns
- ongoing teacher assessment and observation
- progress against the Early Learning Goals in the Foundation Stage
- progress against the National Curriculum Objectives
- results from SATs (end of Years 2 and 6), the Year 1 Phonics Screen and tests in Years 3 to 5.

The Graduated Response to Special Educational Needs

Where a child is identified as having SEN, the SENCO and teachers at St.Mary's will take action to remove barriers to learning and put effective special educational provision in place. This SEN support will 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 child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Action relating to SEND support will follow an assess, plan, do and review model:

1. **Assess**:
   Data on the child held by the school will be collated by the class teacher and assessment coordinator in order to make an accurate assessment of the child's needs.
2. **Plan**:
   If review of the action taken indicates that *"additional to and different from"* support will be required, then the views of all involved including the parents and the child will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCO.

3. **Do**:
   SEN support will be recorded on a learning plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (taking into account parents' aspirations for their child). Parents and the child will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review**:
   Progress towards these outcomes will be tracked and reviewed termly with the parents and the child**.**

Types of targeted provision provided at St.Mary's school to assist in the learning and development of children with SEND, or those experiencing barriers to learning

The school will meet the needs of children with the following four areas of SEND:

- communication and interaction
- cognition and learning
- social, mental and emotional health
- sensory /physical

The following is available to children who require additional support:

- counselling
- Communicate In Print computer programme
- Drawing for Talking support
- structured teaching methods e.g. "First and next"
- visuals used across the school
- social skills groups
- lego therapy groups
- positive people/self esteem groups
- Zones of Regulation emotional regulation programme
- the use of workstations for children with Autism Spectrum Disorder
- SALT sessions with supported teaching assistants
- staff trained to support the learning and development of young children with Autism Spectrum Disorder (ASD)
- Reception SALT screen, creating a targeted Language group

Duel Exceptionality

At St Mary's we recognise that every child is an individual with a unique learning profile.
We therefore understand that a child may experience a high learning potential alongside a special educational need because of a learning difficulty, such as an Autism Spectrum Disorder (ASD), or a learning disability such as dysgraphia, dyslexia or dyscalculia.

External Support Services

A wide range of outside agencies support the education of children at St Mary's school as and when required. These agencies liaise with the SENCo, Headteacher, class teacher and parents. The external agencies currently used are:

- the Educational Psychologist
- the Speech and Language Therapist
- the School Nurse
- the school's Assigned Paediatrician
- the Autistic Spectrum Disorder Specialist
- the Counsellors who work regularly at our school

Support provided through an Education, Health and Care Plan (EHCP).

If, despite the high quality classroom teaching, the intervention groups and referrals to outside agencies to advise, and support that the school has provided from its own resources to enable a child to make progress, they need further or more specialist input, the school, or parents, can recommend that the Local Authority makes a statutory assessment for an Education, Health and Care Plan.
The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.
If a child receives an EHC Plan St. Mary's must put in place the support identified in the plan.
The progress the child makes with the support identified will be regularly reviewed and changed according to the progress they make.

Record Keeping

Keeping records of the needs of a child with SEND and of the provision put in place for them is a key requirement of this policy and, as such, all parties will ensure that:

- a copy of every learning plan is kept in the child's personal file
- any reports from an external agent on a child are placed in the child's personal file
- a brief overview of visits from the Educational Psychologist and the Speech and Language Therapist are kept in the respective files
- any internal intervention reports from TA's is kept in the Intervention file
- an updated SEND list will be handed to the school office and the assessments coordinator so that the system may be updated each term. The list will highlight the area of difficulty experienced by a child and this is recorded as a code

Confidential Information

Confidential information regarding the particular needs of children will be shared on a 'need to know' basis. It is the responsibility of the class teacher to share all appropriate information, relating to the children in their class, with outside agencies. In the event of a class teacher's unexpected absence from school, the SENCO will pass on the Visitors Sheet which outlines any necessary information regarding the children in their class.

Links with other mainstream schools

Links have been established through the Catholic Schools Partnership
Links have been established with secondary schools and their SENCO's.
Records are passed on to other schools at the time of transfer.
SENCo Network Meetings also create a time for Links with other SENCo's.

Evaluating the SEND provision at St Mary's

It is the role of the SENCO and the Headteacher to monitor the SEND provision on a day-to-day basis. A governor with responsibility to oversee the implementation of the governing body, reports on the success of the school's SEND policy.

This policy shall be reviewed annually.

SEN Codes

EHC plan – Education Health and Care plan
SEN – Special Educational Needs
SEND – Special Educational Needs and Disabilities
SENCo-Special Educational Needs Coordinator
EP-Educational Psychologist
SALT-Speech and Language Therapist