



St Mary's Catholic Primary School

Special Education Needs and/or Disability

Reviewed: March 2018

Next review: March 2019

Date approved: _____

Special Educational Needs and/or Disability Policy **and** **Information Report**

Vision

Our vision is to promote the growth and development of the whole person by ensuring that children with Special Educational Needs and/or Disabilities are given the opportunity to develop their personal potential within a Catholic setting.

Definitions of Special Educational Needs (SEN Code of Practice 0-25 Guidance 2014)

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.

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 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 in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Many children and young people 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 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 and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Aims

At St Mary's Catholic Primary School we provide for pupils with a wide range of Special Educational Needs and/or Disabilities, covering the four areas of need as identified in the SEN Code of Practice (Communication and interaction, Cognition and learning, Social, emotional and mental health difficulties and Sensory and/or physical needs) We aim to provide every child with access to a broad and balanced education. This includes the delivery of the National Curriculum (2014), in line with the Special Educational Need Code of Practice 0-25 Guidance (2014).

- To ensure that the educational needs of all pupils are met
- To ensure that aspirations and expectations of all pupils with SEND are high
- To provide equal opportunities for all
- To ensure that all children with SEND feel safe

Objectives

- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Ongoing monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Staff members seek to identify the needs of pupils with SEND as early as possible.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with, and in support of, outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals.

Roles and Responsibilities

SEND Academy Representative

A member of the Academy committee also takes a special interest in SEND, although the Academy committee as a whole is responsible for making provision for pupils with special educational needs.

Special Educational Needs and/or Disability Coordinator

The SENDCO is Miss R Mosley.

Contact telephone number: 01384 818435

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for pupils with Special Educational Needs
- updating SEN support list
- co-ordinating provision and resources for children with special educational needs
- liaising with and advising teachers
- overseeing the records on all children with Special Educational Needs
- liaising with parents of children with SEND
- contributing to the in-service training of staff
- carrying out referral procedures to the Local Authority for an Education Health and Care Plan where necessary
- overseeing the transition arrangements and transfer of information for Year 6 pupils with SEND
- monitor provision for all pupils with SEND
- liaising closely with a range of outside agencies to support pupils with SEND,
- Carrying out pupil interviews to gain their opinions and also to ensure they have an understanding of safeguarding procedures in school.

Class teachers

Class teachers are responsible for the educational provision in place within the classroom for those learners with SEND. They are responsible for carrying out the assess-plan-do-review cycle on a termly basis. They are responsible for engaging with teaching assistants and the SENDCO regarding intervention programmes carried out in order to maximise progress.

Teaching Assistants (TAs)

Our TAs work mainly within class supporting identified children in English and Maths lessons. Children with higher levels of need may be withdrawn for parts of lessons. Work is carried out under the direction of the class teacher, SENDCO and/or external agencies. In addition to this, TAs are timetabled to work one to one or with small groups delivering intervention programmes over the duration of a term, which can take place outside of the classroom. These include: 1:1 RWI phonics, Social skills/nurture groups, Maths and English target groups, Fine motor skills groups, Speech and Language Therapy, Language Link and other small group withdrawal (support from a Teaching Assistant to address individual targets set by outside agencies e.g. Learning Support Service) TAs are required to feedback to teachers and the SENDCO regarding progress made.

EHCP Support Teaching Assistants

TAs work with children with an EHCP to support them in the classroom through 1:1, small group and whole class work. They plan with the class teacher, SENDCO and/or external agencies to support the child's targets and record their work. Support is tailored to suit the individual needs of the child as identified within their EHCP.

Identification of Pupil Need

We adopt the definition of SEND as stated in the Special Educational Need Code of Practice 0-25 Guidance (2014).

Pupils with SEND may have needs in one or more of the following areas:

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

Within school, pupils with SEND are identified on the school 'SEND Support List' so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the 'SEND Support List' when their needs no longer require special educational provision. There are other factors which could impact upon progress and attainment.

These include:

- Disability (the Code of Practice outlines that 'reasonable adjustment' duty for all schools provided under current Disability Equality legislation – these alone do not constitute SEN).

- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of serviceman/woman

A Graduated Approach to SEN Support

Quality First Teaching

At St Mary's Catholic Primary School, all teachers are expected to deliver high quality teaching that is differentiated and personalised to meet the individual needs of children. The learning and attainment of all pupils is carefully monitored on a regular basis by the class teacher and Senior Leadership Team. Any pupils who are falling significantly outside of the range of expected academic achievement will be identified as a cause for concern and they will be more closely monitored by staff in order to gauge their level of learning and possible difficulties. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Class teachers may seek support from the SENDCO and Senior Leadership Team. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored through ongoing meetings. Parents are encouraged to share information and knowledge about their child with the school.

SEN Support

Some children need educational provision that is additional to or different from that made generally for other children. Where it is determined that a pupil does have SEND, parents will be formally advised of this and the pupil will be added to the SEND Support List. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place to remove barriers to learning and facilitate progress from individual starting points. The support provided by the school consists of a four part cycle:

- **Assess** • **Plan** • **Do** • **Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions and strategies which are the most effective in supporting the pupil to achieve. This cycle will be implemented in consultation with parents and pupils on a termly basis.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Where external support services are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher and parents to agree the provision, adjustments, interventions and support that are required; the impact on progress and development that is expected and a clear date for review. Parental involvement within this is vital to reinforce learning and contribute to progress. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and make links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews of a child's progress will be made regularly but will be communicated to parents. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The SENDCO alongside the class teacher and in consultation with parents and pupils will revise the targets and provision based on the pupil's previous progress and development.

Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which can be requested by the school or parent. This will occur where the complexity of need or a 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 Plans will combine information from a variety of sources including:

- Parents
- Teachers
- Inclusion Manager
- Social Care
- Health professionals
- Any other external services working with the child

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHCP can found via the SEND Local Offer:

<https://fis.dudley.gov.uk/localoffer/>

Following Statutory Assessment, an EHCP will be provided by Dudley County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan. Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice. Once the EHCP 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 annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

Curriculum Access

The school provides for pupils with SEND by adapting the curriculum and the learning environment to ensure that all pupils have access to a

broad and balanced curriculum. Class teachers will differentiate for all pupils with SEND in a variety of ways, including:

- planning for differentiated and personalised learning opportunities that allow access and success but ensure challenge,
- groupings that target specific levels of progress;
- differentiated resources and teaching styles;
- increased use of visual aids;
- use of specialist equipment;
- deployment of support staff;
- arrangement of furniture/positioning of pupils with the classroom
- presenting information in a way which is accessible for all pupils.

Arrangements for coordinating SEN provision

All staff can access:

- SEND Policy
- A copy of the full SEND Support List
- Guidance on identification of SEND in the Code of Practice
- Whole school provision map
- Provision Mapping linked to the Assess-Plan-Do-Review cycle for individual pupils
- Historical documentation relating to individual pupils
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Dudley's SEND Local Offer
- Safeguarding policy

In this way, every staff member will have complete and up-to-date information about all pupils with SEND and their requirements which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

Admission and Inclusion Arrangements

The school's admissions criteria does not discriminate against pupils with Special Education Needs and/or Disabilities, and its admissions policy has due regard for the guidance in the Code of Practice which accompany the SEN and Disability Act. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. The school follows the current admissions criteria as laid down in the Dudley LA admissions team, which is available to all parents. Provided there is a place available within the appropriate year group, all children will be admitted whatever their learning ability.

Parents or carers seeking the admission of a pupil in receipt of a Statement of Special Educational Needs/EHCP must do so through the Dudley LA's SEN Team, who will arrange the appropriate consultation with the school's Governing Body regarding admission.

Liaising with External Agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND. Service which staff may draw upon include:

- The LA's specialist advisory services for children with learning difficulties (Learning Support Service)
- Speech and Language Therapy Service
- Sycamore Short Stay School Partnership Team
- PIMIS – Physical Impairment and Medical Inclusion Service
- Autism Outreach
- Educational Psychology Service
- Pre-school Special Needs Service
- Visual Impairment Team
- Hearing Impairment Team
- Home and Hospital (Cherry Tree)
- CAMHS – referrals must be made through a GP
- Physiotherapy
- School Health Advisor
- Mosaic Counselling Service
- Occupational Therapy
- Social Care
- CAF/Early Help Team

Referrals to these services will be made by the SENDCO in discussion with class teachers and will always be shared and agreed with parents/carers.

Transition

Inter-School/Pre School to School Transfers

Records are received from previous schools/year group and passed to class teachers and SENDCO. Where appropriate, further meetings between school and home may take place and an enhanced transition may be arranged.

Transfer to Secondary School

The class teachers in Year 6 have detailed discussions with secondary colleagues about all the pupils moving onto secondary school. In some cases the SENDCO meets with Secondary SENCO's to discuss the Special Educational Needs of children individual children moving to Year 7. All records are passed onto Secondary SENCO's. Where appropriate, further meetings between school and home may take place and an enhanced transition may be arranged.

Supporting Children with Medical Conditions

The school recognises that pupils at school with medical conditions should be fully 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 SEN and may have a statement, or EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Our school medical officer is: Mrs Turner.

Training and Resources

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCO attends relevant SEND courses, including Dudley's SENCO network meetings, in order to keep up to date with Local and National updates in SEND. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCO and Principal ensure that training opportunities are matched to school development priorities.

Complaints Procedure

If a parent/carer is not satisfied with the Special Educational Needs arrangements for their child we encourage and welcome parents to discuss their views with the class teacher initially. The class teacher will notify the SENDCO who will also monitor. If the issue is unresolved parents are invited to make an appointment with the SENDCO. Parents will be encouraged to contact SENDIASS (parent support service) who will provide completely neutral advice.

If the issue is still unresolved, then parents are invited to make an appointment with the Principal. Parents are invited to bring support or a

representative from Dudley SENDIASS. If the parents are still not satisfied, the governing body will advise parents about how to take the matter up with the Local Authority.

Safeguarding

The school recognises that pupils with SEND can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

Staff will be aware of the following:

- Certain indicators of abuse such as behaviour, mood and injury may relate to the pupil's disability without further exploration.
- Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers.

Partnership with Parents/Carers

St Mary's Catholic Primary School aims to work in partnership with parents and carers. We do so by:

- Having a designated weekly drop in slot for parents to meet with the SENDCO
- Holding termly parents evenings where parents are able to meet with the SENDCO and their child's class teacher
- Arranging regular meetings with staff from outside agencies to meet and consult with parents of pupils with Special Educational Needs
- Providing parents with information and contact details of support services
- Involve parents in arranging and preparing for Annual Review meetings for pupils with an Education Health and Care Plan
- Holding joint events for parents with outside agencies such as Positive Parenting courses
- Offering support through the Common Assessment Framework
- Sharing information from pupil's Individual Provision Maps

The contact details of support services for the parents of pupils with SEND.

- Autism Outreach

Contact number: 01384 816974

- Children's disability network

Contact number: 01384 815813

E mail: CDN@dudley.gov.uk

- Dudley SENDIAS (formerly Parent Partnership Service)

Contact number: 01384 236677

E mail: parent.cs@dudley.gov.uk

- [INSIGHT for Carers Service](#)

Contact number: 01384 483708

E mail: rachel@insightforcarers.org

- School Health Advisor

Contact number: 01384 321343

