St. Mary's Catholic Primary School

SEND Policy



Mission Statement

"St. Mary's School is a safe, inclusive and happy place, where we follow Jesus by living, loving, learning and working together."

School motto

"Being the Best We Can Be."

Core Values

Respect, Nurturing, Creativity, Celebration, Integrity

Statement of Intent

St. Mary's values all pupils and celebrates diversity of experience, interest and achievement. All pupils need praise, recognition and success, and pupils with SEND have equal entitlement to this.

At St. Mary's Catholic Primary School, we acknowledge that all children learn in different ways and have varying learning styles, including those children with Special Educational Needs and Disabilities (SEND). The educational provision for each child is carefully considered and well planned to ensure high- quality outcomes. Every teacher is a teacher of every child or young person, including those with SEND.

This policy was developed reflecting the SEND Code of Practice, 0-25 guidance that supports the view of the child and family being at the core.

This policy was created by Andrea Hymers, Ruth Martin & Sarah Naylor (SENDCO) with the SEND Governor in liaison with the SLT and school staff.

The person responsible for managing SEND at St. Mary's Catholic Primary School is Ruth Martin and Sarah Naylor (SENDCO) and the named SEND Governor is Mr Wayne Leatherbarrow.

Section 1

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE Feb 2013
- SEND Code of Practice 0-25 (2015)
- DfE Supporting Pupils at School with Medical Conditions 2017
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2018 and 2026
- Children and Families Act 2014
- Health and Social Care Act 2012
- Education Act 1996 & 2002
- Children's Act 1989
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Section 2.

At St. Mary's Catholic Primary, we want all children to achieve their potential. We want to raise the aspirations of and expectations for all pupils with SEND. At St. Mary's Catholic Primary, we focus on outcomes for all pupils and not just hours of provision/support.

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, 2015.

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 (SENDCO)

5. To provide support and advice for all staff working with special educational needs pupils.

Aims:

- To make sure that a child with SEND gets the support they need
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND
- Have a designated teacher to be responsible for coordinating SEND provision (SENDCO)
- Inform parents when they are making special educational provision for a child
- Ensure that children with medical conditions get the support required to meet their needs
- To ensure the facilities are suitable for pupils with SEND and make adaptions as necessary.

As an early year's provider, we have arrangements in place to identify and support children with SEND. The EYFS framework requires practitioners to reviews pupils progress and to share a summary with parents. If the staff from the Foundation Stage have a concern regarding a pupil, they will discuss these concerns with the SENDCO. The SENDCO will seek advice from other professionals.

We fully support the standards set out in the EYFS framework that we must ensure that children learn and develop well and are kept healthy and safe. This includes ongoing assessment of children's progress. We assess the progress of the children in the following prime areas:

- Communication and Language
- Physical development
- Personal, social and emotional development

We also assess the progress of our pupils through the following areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The EYFS profile will be created at the end of the Foundation stage and provides parents, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities. The profile is particularly helpful for SEND pupils and informs plans for future learning and identifies any additional support that a child may need.

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

When special educational provision is being considered for a child with SEND, we inform the parents and adopt the graduated approach with four stages of action: assess, plan, do and review.

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to a child's area of need, we will consider involving appropriate specialists, for example, health visitors, speech and language therapists, Portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists is always discussed with the parents.

Where, despite having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, we will consider requested an Education, Health Care needs assessment.

The Local Authority must ensure that we meet the needs of the children with SEND and we as a school need to ensure that funding arrangements are in place in order to provide suitable support.

Section 3. Identifying Special Educational Needs

There are four broad areas of SEND as referred to in the Code of Practice. The areas give an overview of the range of needs that should be planned for. The purpose of identification of the area of need is to work out what action we need to take as a school, not to fit the pupil into a category. Our school identifies the needs of the pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

Our staff also consider what IS NOT SEND but may impact on progress and attainment;

❖ Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under the current Disability Equality legislation- these alone do not constitute SEND)

❖ Attendance and Punctuality

❖ Health and Welfare

❖ EAL

❖ Being in receipt of Pupil Premium Grant

❖ Being a Looked After Child

❖ Being a child of a Serviceman/woman

The Code of Practice states that, identifying behaviour as a need will no longer be an acceptable way of describing SEND. If we have any concerns regarding a child's behaviour, it should be described as an underlying response to a need, which we must recognise and identify clearly as we know the pupils well.

We have rigorous ongoing observation and assessment procedures in place at school which support the accurate identification of children with additional needs. These systems support us in the identification of children with a range of difficulties.

Close liaison and communication exists between class teachers, support staff and the SENDCO to ensure that we are proactive to children's fluctuating needs. We strive to maintain ongoing informative dialogues with parents so that children's needs are met.

Process of identification of Special Educational Needs and Disabilities (SEND) at St Mary's

Stage 1: Concerns are identified by the teacher or parent. At this stage, concerns may be expressed verbally or in written form. Class teachers and families will liaise closely regarding specific concerns and begin the process of observation and investigating the need(s) further. A timescale of 4 weeks is to commence.

During this time, the focus should be on receiving Quality First Teaching and the child should be placed in a group supported by an adult in the lessons specific to their difficulty (if this is not already the case). General observations should be made about the progress seen. Pen portrait to be completed with the child to ascertain what they perceive to be their strengths and areas for development. This will help to form the pupil voice necessary for any future referrals should they need to be made. At this point, staff must complete a cause for concern form and pass this along to the SENDCO for record-keeping.

Stage 2: After the 4-week period has ended, class teachers will report their findings to parents regarding the progress made or concerns noted during the first stage of identification. An agreement as to how to proceed moving forward is then established. This may involve short bursts of intervention to see if any gaps in learning can be closed. It may also involve introducing sensory breaks or making minor adaptations to

lesson activities to see if this aids progress. This stage also has a 4-week timescale so further investigations can be completed and progress can be analysed.

The focus of stage two is on making adaptations to our curriculum offer- still with the emphasis being on QFT and adding in any essential catch-up interventions or pre-teaching / re-teaching. At this point, staff must evaluate their initial cause for concern, amending the document to show evidence of investigations that have been undertaken.

Stage 3: Upon the completion of Stage 2, parents and class teachers will have the chance to meet to discuss whether stage 3 is required. Stage 3 initiates involvement from the SENDCO and only commences if:

- Progress has worsened or stayed the same during the 8-week initial period of investigation, despite closer observation, minor curriculum adaptations and small group work / brief intervention
- Parents, teachers or both feel there is an underlying condition that necessitates involvement from outside agencies (ie Dyslexia, ADHD, Autism)
- It is felt that the interventions implemented need to be extended or changed due to a lack of impact

At this point in the identification process, parents will meet with the SENDCO and class teacher and the child will be added to the school SEND register. An IEP will be drafted for the child. Information used to produce this IEP will include:

1. Observations made by the teacher during Stage 1 and 2 of the identification process
2. The child's pen portrait, which was completed at Stage 1
3. The cause for concern document, which was completed at Stage 1 and reviewed at Stage 2
4. Information from parents

The SENDCO will begin the process of making referrals where necessary after consent is gained from the parents.

Section 4. A Graduated Approach to SEND

Class teacher input with quality first teaching

Our Teachers and Support Staff have the highest possible expectations for your child and of all the children in their class.

All teaching builds on what your child already knows, can do and understand. Learning experiences will be appropriately challenging.

Class teachers are responsive to the needs of the children in their class and adapt work accordingly so that children can access their learning. This may involve a more practical style of learning for some children or the incorporation of specially adapted resources. Class Teachers liaise closely with the SENDCO and Support Staff to put into place the strategies to enable your child to access learning and make good progress.

Small group work

This provides an increase in support and is allocated to those children who are not making age related learning development or progress.

These groups are led by the Class Teacher/ Teaching Assistants in your child's class.

• **Target Group**. A child may be in a target group for a specific learning area. This means that they receive additional adult input to address the current areas of difficulty.

• **Intervention Groups.** These are led mainly by Teaching Assistants who receive training/support where necessary.

When a child has specific barriers to learning that cannot be overcome through whole class teaching and intervention, external agencies can then be consulted.

• If a child has been identified as needing more specialist input, referrals will be made to outside agencies to advise and support us in enabling the child to receive the best support.

• Before referrals are made, parents will be asked to come to a meeting to discuss their child's progress and help plan possible ways forward. This is usually with the Class Teacher and SENDCO (as evident in Stage 3 of our process of identification stated earlier in the policy).

• If it is agreed that the support of an outside agency is a way forward, parents will be asked to give consent for the school to refer their child to a specialist professional. There are a range of agencies with whom we maintain a strong liaison: TESSA, Speech and Language Therapy, Occupational Therapy, Educational Psychology, Learning Support Service, Children's Disability Service, Behaviour Improvement Team, Community Paediatrics and Child and Adolescent Mental Health Service.

Referrals may be made to one or more of these services to help us to gain a better understanding of your child's needs.

• The specialist professional will work with a child to assess their needs and recommend the best next steps. This will either take place in school or the parent/carer may be required to attend an appointment off the school site.

Specified Support

We may suggest that a child needs some agreed individual support or group support in school with a member of the support staff. We will let parents know how the support will be used and what strategies will be put into place. Sometimes, the decision may be made to apply to the Local Authority for 'top up' funding for a child. This involves the collation and completion of relevant paperwork and this will be assessed by an external panel from the authority. If funding is granted the child will be issued with a Provision Agreement document that will outline the specific number of hours of support provided and what this should focus on. The provision Agreement will be reviewed every twelve months to ascertain if there is still a need for extra support.

Education, Health and Care Plans

If a child's level of need is of a high/complex level, school and/or parents/carers may decide to apply for an Education, Health Care Plan (EHCP). If parents feel that their child will not be able to access mainstream schooling, then they can request that a statutory assessment be carried out on their child from the Local Authority.

Usually, if a child requires this high level of support, they may also need specialist support from **a range** of professionals, such as:

- Children's Disability Service
- CAMHS
- Paediatric specialists
- Speech and Language Therapy
- Occupational Therapy
    - TESSA
    - Addvanced Solutions

The school or parents/carers can request that the local Authority carry out a Statutory Assessment of a child's needs. This legal process will now have been started, and the Local Authority (LA) will decide whether they think a child's needs are complex enough to require a statutory assessment. If this is the case, the LA will request paperwork and reports from all the agencies involved with a child. If the LA feels that a child's needs are being met without the need for a statutory assessment, the support will continue to be implemented in school.

After all the reports have been compiled, the LA will decide if a child's needs are severe, complex and lifelong. They also consider if a child needs more specific support in school in order to make progress. If this is the case, the LA will write an Education Health Care Plan This plan will outline specific targets for a child in their areas of need. This will be reviewed annually to ensure that school are fully implementing the EHCP.

If this EHCP process was necessary for a child, multiple meetings would take place between the family, school, outside agencies and the Local Authority.

Section 5: Supporting Pupils and Families

We believe that strong communication is the best method for best supporting pupils therefore, if parents feel that their child's progress or a specific behaviour or difficulty is causing concern, we encourage them to contact the school office and arrange a meeting with the class teacher in accordance with Stage 1 of our identification process.

If external agencies are involved with their child, parents can request a meeting with them to discuss progress and next steps. Mrs Naylor (SENDCO) will co-ordinate this and will be available to attend meetings.

If a child is undergoing Statutory Assessment, families will be supported by the Local Authority and the SENDCO (as a key Worker). Parents can also request independent advice and support from support groups such as Parent Partnership.

Parents are actively encouraged to attend all Parents' Evenings and Review meetings so that they have input into their child's education and a clear understanding of their progress.

We have our Local Offer available to families that clearly outlines what support they can access if they have concerns regarding their child (Regulation 53, Part 4).

We also have a statutory requirement to provide a SEND Information Report; Regulation 51, Part 3, section 69 (3) (a) of the Act.

Who are the external agencies providing services to children with Special Educational Needs in our school?

• Children's Disability Service- sensory support for children with visual or hearing needs, social communication support and language support.

- TESSA

• Educational Psychology Service

• Learning Support Service

• Behaviour Improvement Team

• Inclusion Team

• Speech and Language Therapy

• Occupational Therapy

• Child & Adolescent Mental Health Service (CAMHS)

• Social Services

• School Nurse

How will we support pupils identified with Special Needs when leaving our school or moving on to another class?

Transition to another school or another class can be difficult for any child. At St. Mary's Catholic Primary School we recognise that 'moving on' can be particularly challenging for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

<u>If a child is moving to another school:</u>

• We will contact the SENDCO at the new school and ensure that he/she knows about the support and interventions a child has received, the progress made and if any other external agencies have been required.

• We will make sure that all records about children are passed on immediately after transferring.

When moving classes in school:

- Information will be passed on to the new teacher and teaching assistant in advance and any appropriate records, e.g. progress and specific targets. This is done as part of end of year transition meetings between staff.
- Children will have a transition morning, as a minimum, and any extra provisions and resources will be prepared as necessary.
- Some children, particularly those with ASD, will have the opportunity to visit their new classroom and teacher more often. Photographs may be taken of their new class/teacher and a transition book made.

In Year Six:

- The SENDCO will meet with the key staff from High School in order to discuss the specific need for SEN pupils. We will outline what support a child has needed, what interventions they have accessed, how much support they have required and if any external agencies have been accessed.
- The children will attend taster sessions at the High School with their peers.
- For some children with SEND additional transition days/activities are put into place to ensure that a child's anxieties/worries/concerns are addressed.
- Some High Schools hold Summer sessions for children who may find the transition to High School difficult.

How is extra support allocated in our school?

The Headteacher decides on how the budget for Special Educational Needs is allocated in consultation with the School Governors. These decisions are made on the basis of the needs of the children currently in our school.

The Headteacher and the SENDCO discuss all the information that they have about SEN/SEND in our school, including:

- The children already receiving additional support
- The children needing additional support
- The children who have been identified as not making as much progress as would be expected
- The need for particular adaptive resources for specific children
- The need for training opportunities for staff

Section 6: Supporting Pupils at School with medical conditions.

Our 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. 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 children may also have Special Educational Needs (SEN) and may have an Education, Health Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision (ensuring that the SEND Code of Practice (2014) is followed).

If a child has a medical condition, we contact the school nurse and a care plan will be drawn up with the family. This will detail any specific medical conditions and medications/treatments. It will also detail what to do in an emergency. Opportunities will also be planned for staff training with appropriate medical agencies e.g. diabetic team

Staff have received training on allergy and anaphylaxis awareness and have been taught to administer medicines such as inhalers and EpiPens in accordance with Benedict's Law (as implemented in the Children's Wellbeing and Schools Act 2026). Spare EpiPens and inhalers are kept on the premises in case of emergency.

Section 7: Monitoring and Evaluation of SEND

Our school has adopted the recommended review cycle (SEND Act 2015) of: Plan-Do-Assess-Review

We continue to use Individual Education Plan (IEP) targets and reviews to ensure that families and staff are aware of the clear next steps for pupils. IEPs are sent home termly and reviews of targets are discussed with parents.

The SENDCO (Sarah Naylor) and Mrs Martin review the progress of our children with SEND during termly data collection activities and through termly pupil progress meetings.

Mrs Martin/Mrs Naylor meets regularly with the SENDCO Governor (Chris McDonnell) and discusses any observations, action points etc.

The progress of our children with SEND are discussed at all Governing Body meetings.

Section 8: Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Throughout the school year, staff training sessions are held on specific interventions, new policies and practices and specific SEND conditions. Depending on the knowledge and expertise needed, the training is delivered by either the SENDCO or a specialist.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the schools SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCO attends the Local Authority SENDCO network meetings in order to keep up to date with local and national updates in SEND.

Section 9: Storing and Managing Information

All documents are stored securely on the school's staff share area. Class teachers and support assistant receive copies of any resources recommended by external agencies e.g. speech and language activities.

All past pupil information is sent the their new school securely, either in person or via a secure electronic file tranfer. **Section 10: Reviewing the Policy**

The policy will be reviewed every year, however changes will be made in the light of any new national recommendations.

Section 11: Accessibility

Statutory Responsibilities

❖ The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

❖ Schools are required to produce accessibility plans for their schools and LA's are under a duty to prepare accessibility strategies covering the maintained schools in their area.

❖ Accessibility plans and strategies must be in writing.

❖ The majority of our school is accessible to children with a physical disability and we have wheelchair access within our ground floor building.

❖ We have a designated toilet with changing facilities and a shower.

❖ We ensure that we provide any extra equipment for any child with SEN/SEND as recommended by an external agency.

Section 12: Dealing with complaints

We have an open-door policy at school and encourage communication with parents. If parents have a concern or a worry, we will invite parents into school to discuss with the SENDCO. If a parent has a complaint that we cannot resolve, then we will inform the parents of the school procedures to follow. Following the School's Written

Complaints Policy will enable complaints to be considered informally at first – in line with the guidelines outlined in the policy.

Following a parent's serious complaint or disagreement about the SEND provision being supplied to a pupil, the school will contact the LA immediately to seek disagreement resolution advice.

There are also voluntary organisations that we can direct parents and families to for advice and guidance, if they have a concern regarding the education for their child.

Section 13: Roles and Responsibilities

SENDCO

Sarah Naylor

Designated Teacher with Safeguarding responsibility

Ruth Martin, Hayley Cotterill and Sarah Naylor

SEND Governor

Mr Wayne Leatherbarrow

Support Staff

- Mrs Beauvironnois
- Mrs Merh jouei
- Mr Cumberbirch
- Mrs Walsh
- Mrs Hankin
- Miss Adenose
- Mrs McDonald
- Mrs Lawrenson
- Mrs Lamb
- Mrs McCartney