



St Mary's Catholic Primary School

Special Educational Needs and Disabilities Policy

Introduction

St. Mary's School provides a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities.

However, some children may have special educational needs which require a greater level of support than that provided through everyday classroom differentiation.

The law states that a child has a special educational need if he/she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children may have SEN throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment take account of the type and extent of the difficulty experienced by the pupil.

Teachers take into account in their planning a pupil's special educational need or disability and the provision made therefore enables them to participate effectively in all curriculum and assessment activities, in addition to broader aspects of school life.

Aims and Objectives

The aims and objectives of this policy are:

- To identify pupils with special educational needs or disability as early as possible;
- To create an environment that meets the special needs of each pupil;
- To ensure all pupils have equal access to a broad, balanced and differentiated curriculum;
- To encourage pupils to develop confidence and self-esteem and to recognise the value of their own contributions to their learning;
- To encourage pupils to be fully involved in their learning;
- To make clear the expectations of all partners in the process and provision of special needs;
- To ensure parents are kept fully informed and are engaged in effective communication about their child's SEN or disability.

Roles and Responsibilities

In this school provision for pupils with special educational needs is the responsibility of all members of staff.

Miss C Orr, the Special Educational Needs and Disabilities Co-ordinator (SENCO) is responsible for the day-to-day operation of the SEN Policy. Her main duties are:

- Overseeing the day-to-day operation of the school's SEN Policy
- Co-ordinating provision for children with special educational needs or disability
- Liaising with and advising fellow teachers
- Liaising with the SEN governor
- Managing learning support assistants
- Overseeing the records of all children with special educational needs or disability
- Liaising with parents of children with special educational needs or disability

- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

Admissions

The Governing Body will ensure that it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Adopting fair practices and arrangements in accordance with the School's Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEN but do not have an EHC plan.
- Admission for a child who has SEN but does not have an EHC plan may be discussed with the Governing body
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

Educational Inclusion

In St. Mary's School we respect the fact that pupils:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- learn at different rates
- require a range of different teaching strategies and experiences

Teachers respond to pupils need by:

- providing support in all curriculum areas
- planning to develop pupils' understanding through the use of all senses and experiences
- planning for pupils' full participation in learning, and in physical and practical activities
- planning for pupils to manage their behaviour, enabling them to participate effectively and safely in learning

This policy ensures that teaching arrangements are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term support through suitable intervention programmes.

Specialist Provision

The school is accessible to wheelchair users through the form of ramps; wheelchair users may need to go out of the building and re-enter. Children who have the need for specialist equipment, as identified in their IEP or EHC plan will keep it in their classroom so that it is easily accessible at all times.

Identification, assessment and review for all pupils with SEN or Disability

At St Mary's we make provision for pupils with the following types of need:

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health.
- Sensory and/or physical.

The SENCO will work with all staff to ensure pupils who may need additional or different support, to that normally found within the classroom, are identified as early as possible.

The progress made by all pupils is regularly monitored and reviewed. The school does not identify pupils as having special educational needs unless we are taking action that is additional to or different from that which goes on in the classroom as part of our differentiated approach.

The class teachers consult with the SENCO when the evidence gathered through the usual assessment and monitoring arrangements gives concern about a pupil's progress. The SENCO keeps a register of children who have a special educational need and this is updated termly.

SEN Support

The basis for school intervention through SEN support would be when a teacher has identified a child, underpinned by evidence, who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness.
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- presents persistent emotional and/or behavioural difficulties, which are not based by the behaviour management techniques usually employed in the school.
- has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment.
- has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

The basis for referral of seeking help from outside agencies could be that, despite receiving an individualised programme and/or concentrated support the child:

- continues to make little or no progress in specific areas over a long period.
- continues working at standards significantly below age-related expectations.
- continues to have difficulty in developing basic literacy and mathematical skills.
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class, despite having an individualised behaviour management programme.
- presents persistent emotional and/or behavioural difficulties, which are not based by the behaviour management techniques usually employed in the setting.
- has sensory or physical needs, and requires additional equipment or regular advice or visits from a specialist service.
- has ongoing communication or interaction difficulties that impedes the development of social relationships and cause substantial barriers to learning.

Once a potential SEN has been identified the child's class teacher, together with the SENCO will draw up an Individual Education Plan (IEP) to set short term targets. Children with an IEP will work with support staff on the identified targets. Targets will be reviewed and progress recorded, evaluations will be carried out every 6-8 weeks. Once targets have been achieved, new ones will be drawn up.

Class teachers, and where necessary, the SENCO will consult with parents, carers, pupils, teachers and support staff about IEPs to ensure all interested parties are aware of the learning targets and their contribution to its implementation and review process.

Assessment

If a pupil's needs cannot be met through the resources normally available within school, then we will, in consultation with the pupil's parents/carers request support from the Local Authority Specialist Teaching Services. If after following specialist advice and carrying out two review meetings, a child continues to make limited progress, then a request will be made for a statutory assessment of SEN.

Education, Health and Care (EHC) Plans

At St Mary's we will meet our duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan. We will admit any child that names the school in an EHC plan and ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place to meet them. We will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's needs significantly change.

Children with an EHC plan will have an Individual Education Plan (IEP), where targets will be drawn up from those identified in the EHC plan, together with those suggested from external specialist. IEPs will be reviewed and revised termly. Pupils and parents/carers will be fully involved in the implementation and review process.

Pupils with an EHC plan will, in addition to the on-going review of their progress and specific support through their IEP, be reviewed annually. The SENCO will be responsible for organising the Annual Review and ensuring that all supporting documentation is completed prior to and after the meeting and sent to all relevant parties.

Allocation of Resources

The SLT and SENCO meet at the beginning of each academic year to agree how to use funds and deploy support staff and then a provision map is drawn up. The SLT inform the Governing Body of how the funding allocated to support special educational needs has been deployed. The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within school, including the provision for pupils with ECH plans. The effectiveness of the resources for special needs will be monitored as part of the on-going process of self-evaluation in school.

Access to the Curriculum

All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable pupils to:

- understand the relevance and purpose of learning activities,
- experience levels of understanding and rates of progress that bring feeling of success and achievement.

Teachers use a range of strategies to meet pupil's special educational needs. Lessons have clear learning intentions; we differentiate work and use assessment to inform the next stage of teaching and learning.

Wherever possible we do not withdraw pupils from the classroom, this reflects the school's acknowledgement that all pupils have an entitlement to share the same learning experiences as their peers. There are times however, when, to maximise learning, we ask the pupils to work in small groups or in a one-to-one situation outside the classroom.

Complaints Procedures

The school's complaint procedures mirror those set out in the School's Complaint Procedures. However, under the Children and Family Act 2014 parents can request the services of an independent disagreement resolution. The SENCO will provide more information about this upon request.

Staffing and Partnership

The school will provide staff training related to special educational needs issues and meets these where possible, in conjunction with identified school priorities. Particular support is given to ECTs and new members of staff by the SENCO as part of their induction. The SENCO, in consultation with the SLT will provide training through the INSET programme to ensure all staff are fully informed of relevant SEN issues and procedures within school.

Partnership with Parents

Class teachers work closely with parents throughout their child's education. Parents should contact the class teacher in case of any concern or difficulty. The school provides information about the Cumberland SEND Information, Advice and Support – Service (SENDIASS) which offers advice to children with special educational needs and or disability and their parent. At all stages of the SEN process the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education.

Links with other schools

The SENCO and Year 6 Teacher will liaise with the SENCO of other Secondary Schools who have admitted our pupils to ensure that effective arrangements are in place to support pupils at the time of transfer. This usually takes place in the Summer Term for Year 6 pupils or sooner if necessary. The SENCO from the Secondary School will be invited to the Year 6 annual (transition) review meeting to be made aware of any major issues and to organise a transition programme. When pupils move to another school, their records are transferred within 15 days of ceasing to be registered at St. Mary's School. Appropriate transition programmes are arranged with the secondary schools. Extended transition is also provided for children starting St Mary's in Reception who have Special Educational Needs or and EHC plan.

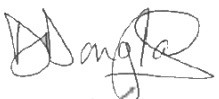
Links with other agencies

The school works closely with appropriate external agencies which may include:

- Specialist Advisory Teachers
- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Physio Therapists
- School Nurse
- Social Workers
- Health Visitors
- CAMHS (Child and Adolescent Mental Health Services)
- Learning Support Services
- Other Voluntary Organisations e.g. Family Action, NSPCC

Success Criteria

The success of this policy is judged against the aims and objectives set out within it. The policy will be reviewed annually.

Headteacher:  Mrs D Douglas

Chair of Governors:  Mr M Featherstone

SENCO  Miss C Orr