



Special Educational Needs and Disability (SEN&D) Policy

Date approved		Approved by	St Mary's Catholic Voluntary Academy Governing Body
Review cycle	1 year	Signature	
Due for review by		Name	

This policy operates in line with our school mission, Catholic ethos and best safeguarding practice. St Mary's is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

1. STATEMENT OF INTENT

The policy for Special Educational Needs at St Mary's Catholic Primary School is to assist in the fulfilment of the school's Mission Statement. We believe that as we journey in faith with our children we provide them with the best possible opportunities to aid their academic, personal, social, emotional, spiritual and cultural development.

2. THE MANAGEMENT AND COORDINATION OF SEN

The Head Teacher is responsible for

- The day to day management of the school, including the provision for pupils with SEND
- Liaison with/ updating the Governing Body
- Liaising with the SENCO/Inclusion Leader and outside agencies
- Arranging buyback of support with the SENCO/Inclusion Leader from the money allocated to SEND
- Storing Child Protection information

The SENCO/Inclusion Leader is responsible for

- The assessment and placement of SEND children using the criteria set out in the Code of Practice
- Keeping a record of all SEND children in school
- Overseeing, coordinating and monitoring provision for children with SEND, including group and individual support
- Keeping timetables of additional provision from support teachers and Learning Support Assistants (LSAs)
- Arranging liaison with parents
- Liaising with outside agencies, e.g. Learning Support Service (LSS), Educational Psychologist (EP) etc
- Advising and supporting staff in order to ensure that provision is matched to the needs of pupils
- Arranging individual Review Meetings for children with Education, Health and Care Plans (EHCPs)/Statements and on the SEND School Support stage of the SEND Register
- Arranging six-monthly review meetings for pupils receiving SEN Support on the SEND Register, including those who are placed onto / removed from the register
- Ensuring that appropriate Individual Education Plans (IEPs) and Individual Behaviour Plans (IBPs) are in place
- Maintaining the SEND Register and all relevant documentation
- Keeping records on all pupils with SEND and ensuring that their progress is regularly monitored and reviewed
- Attendance at relevant courses and disseminating information to staff and governors
- Developing and maintaining positive relationships with parents in keeping with the established school ethos and Mission Statement

Class Teachers are responsible for

- Following the Code of Practice and related guidance
- Identifying pupils who make little or no progress in spite of differentiated learning opportunities being provided
- Working with parents and the SENCO/Inclusion Leader in collecting and recording information about the pupil, so as to determine the action to be taken
- Planning and delivering appropriate IEPs
- Working collaboratively with TAs and LSAs in the classroom
- Where possible, involving pupils in planning for their own learning.

The SEND Governor is responsible for

- Liaising with the Head Teacher and SENCO/Inclusion Leader and feeding back to the Governing Body
- Having regard to the Code of Practice and related guidance
- Ensuring that SEND pupils are included in activities of the school together with those who do not have SEND
- Reporting annually to parents the school's policy and provision for pupils with SEND

3. ADMISSION ARRANGEMENTS

St Mary's is an inclusive school, therefore all admission arrangements for children with Special Educational Needs and/or Disabilities are the same as those for pupils without SEND. If a pupil has an identified SEND before being admitted to the school, the parents have opportunities to discuss specific needs with the Head Teacher and SENCO/Inclusion Leader in advance, in order to ensure a smooth transfer.

4. SPECIALIST PROVISION AND FACILITIES FOR PUPILS WITH SEND

Outside Agencies, such as Physiotherapy, Speech Therapy, Occupational Therapy and the Sensory Support Service, offer valuable advice, input and support when it is required. Specialist seating, equipment and resources are prioritised in order to ensure access to the curriculum for all pupils. Wheelchair access is available via ramps to the side and the back of the building and classrooms can be allocated to accommodate pupils who are wheelchair users.

5. ALLOCATION OF RESOURCES

The allocation of resources is reviewed on a regular basis, during termly whole school review meetings, individual review meetings for pupils with SEND and termly SEND staff meetings, taking into account the needs of pupils and the delegated budget. An additional budget allocation from school resources is made each year in order to boost the funding for this important area; this is subject to availability of appropriate funding.

6. IDENTIFICATION, ASSESSMENT AND REVIEW PROCEDURES FOR PUPILS WITH SEND

Identification

Special Educational Needs are identified following discussions between the Class Teacher, SENCO/Inclusion Leader, Head Teacher and Parents where it is clear that a child is not making progress generally or in any of the particular areas identified in this policy's Aims and Objectives. Specific assessments or activities may be carried out at this stage, in order to gain a full picture of the child's difficulties. Standardised scores and results may also be taken into consideration – e.g. use of data from EYFS baseline/ profile, reading, spelling or maths tests or SATs results or other assessments.

Provision

The school provides support for pupils with SEND in a number of different ways according to the nature and severity of their difficulties. All pupils in school are monitored so that their progress can be tracked effectively and early interventions can be made if concerns arise. Pupils are placed on the SEND Register once it is established that adequate progress has not been made, despite first quality teaching, and it is felt that some additional strategies would be beneficial. The SEND Register is divided into categories: School Support (including Early Years School Support) and Pupils with a

Statement or an Education, Health and Care Plan (EHCP). Over time, the local authority will convert all Statements into EHCPs and Statements will no longer be used.

School Support

A child is placed on this stage of the SEND Register when, despite differentiated learning opportunities, he or she makes little or no progress or is working at a level significantly below that of the peer group. This stage is also appropriate for children who have persistent behavioural or emotional difficulties, sensory, communication or physical problems which require on-going individual intervention. Parents are involved in the initial identification of the SEND, in keeping with the school's policy of maintaining a positive parent/ school partnership.

At this stage, the SENCO/Inclusion Leader will ensure that the child is supported appropriately, their progress is monitored and reviewed every six months and that an IEP is drawn up and followed. The Classroom Teacher and relevant TAs will be responsible for day-to-day working with a pupil at this stage.

A range of strategies are used to support the needs of pupils at School Support, including

- Special equipment and resources, including increased access to IT, where relevant
- Some small group support targeting specific needs
- Support in the Classroom from a TA
- Different learning materials or the use of a range of teaching methods
- Implementation and regular review of an IEP focusing on 3 or 4 key areas
- Undertaking staff development and training

Pupil progress will be monitored. The SENCO/Inclusion Leader will oversee this work, ensure records are kept and updated and gather any additional information. The SENCO/Inclusion Leader will liaise with other professionals, such as the Health Service or Education Psychology Service, as well as with parents.

A range of further strategies are used to support the needs of pupils include

- Consultation/ intervention from specialist services
- Small group or 1-1 support targeting individual needs
- Increased levels of classroom support
- Further guidance to the Class Teacher concerning strategies to be implemented

Statutory Assessment

If previous intervention and strategies have been unsuccessful or the pupil requires even greater support, the school may request that a statutory assessment of their needs is made. As outlined in the Code of Practice, "Where a request for statutory assessment is made by a school to the LA, the pupil will have demonstrated significant cause for concern." The following evidence will be provided:

- Interventions and outcomes from School Support
- Copies of IEPs
- Records of Reviews and their outcomes
- National Curriculum attainments in Literacy and Numeracy
- Educational and other assessments, e.g. those carried out by the EP
- Views of the parent and pupil
- Involvement of other professionals

An EHCP may be issued by the LA, outlining long and short term targets. This is reviewed annually, along with the level of support.

Record-keeping, Monitoring and Review

The Class Teacher is responsible for maintaining his/ her own records and SEND information, implementing the strategies set out in IEPs and reviewing the progress of pupils at least twice a year. The SENCO/Inclusion Leader is responsible for maintaining the SEND Register, monitoring pupils' progress with SEND, arranging Annual and Interim Review meetings and keeping SEND records.

7. ACCESS TO THE CURRICULUM AND THE INCLUSION OF PUPILS WITH SEND

The Catholic ethos of St Mary's School reflects its inclusivity. In this school, all members of the community are loved and valued equally. Communication is encouraged between all stakeholders in many ways: the 'open door' policy, formal and informal Parent meetings and consultations, School

Council meetings, written communications, open assemblies, masses and celebrations, Home/School agreements, Homework partnership, charity collections and events and the thriving PTA.

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Children are treated with respect and fairness and have equal access to the curriculum regardless of (in no particular order) cultural background, physical impairment, learning difficulty, challenging behaviour, social class, creed, race or gender.

8. EVALUATION OF THE SUCCESS OF PROVISION FOR PUPILS WITH SEND

In evaluating the success of the SEND provision, the SENCO/Inclusion Leader will

- Keep all information up-to-date in order to provide easy access to children's progress, scores and assessments including entrance and exit data.
- Meet with the SEND Governor to discuss SEND issues
- Provide information for the Governing Body- such as current numbers at each stage of the SEND Register

The Teachers will

- Follow the monitoring and evaluation procedures to give SEND pupils appropriate support
- Maintain target setting for all children using evidence such as work samples to support predictions
- Review individual targets for SEND pupils through IEPs and their evaluations
- Carry out Salford reading and SPAR Spelling assessments with SEND pupils on two occasions per year, in order to provide evidence of SEND needs/ support

9. STATEMENT IN COMPLIANCE WITH THE EQUALITY ACT 2010

Our school has high ambitions for all its pupils and expects them to participate and achieve in every aspect of school life. We welcome everyone, irrespective of race, colour, creed or impairment. Everyone shares in the responsibility to remove barriers to learning for all pupils, including those with a disability. Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The school aims to set suitable learning challenges, respond to pupils' diverse needs, and overcome potential barriers to learning and assessment for individuals and groups of pupils. (For further details, see the school's Equality scheme). ??

10. ARRANGEMENTS FOR THE TREATMENT OF COMPLAINTS

Parents are encouraged to communicate regularly with staff at the school in order to avoid anxieties, worries or problems and ensure that matters are rectified as early as possible. If however a complaint is made, it will initially be dealt with internally, following the usual procedures – i.e. contact through the Class Teacher, the SENCO/Inclusion Leader or the Head Teacher, depending on the nature of the issue. If for any reason parents feel the need to make further complaint, the following procedure will be followed.

Stage One – Informal: Concerns expressed by parents and others should be discussed with those directly involved with the issue, i.e. Teacher, SENCO/Inclusion Leader, Head Teacher

Stage Two – Formal: An unresolved matter would be referred to the Governing Body for further consideration.

Stage Three – Formal: An unresolved matter would be referred to the LA, with Council Member involvement if the issue proceeded further.

Stage Four – Formal: In the final instance, the Secretary of State would consider the complaint.

11. SEND INSET AND TRAINING

Staff are involved in SEND INSET training on a regular basis. A staff meeting once per term is dedicated to SEND issues. Colleagues from outside agencies, such as Speech Therapists and Educational Psychologists, lead INSET training when requested as the needs of SEND pupils arise.

The SENCO/Inclusion Leader attends the termly Network meetings in Stockport in order to keep abreast of current advice, issues and guidance, which is then cascaded to school staff.

There are opportunities for INSET training for individual Class Teachers, Learning Support Assistants and Teaching Assistants throughout the school year. Sessions regularly attended by staff are concerned

with Autistic Spectrum Disorders, working with pupils in support groups such as Early Literacy Support (ELS) and Mental Health in schools.

12. OUTSIDE AGENCIES

Service	Also known as	Contact (if known)
Child and Mental Health	Healthy Minds/CAMHS	
Educational Psychology	EPS	Helen BARR
Sensory Support Service	SSS Team	Sam TAYLOR (visual)
Stockport Family Social Worker	SFSW	Sarah KELLEY
Home and Hospital Teaching Service		
Learning Support		Anita NORBURN
Parent Partnership Service		
Behaviour Support Service	BSS	Louise LAMONT
Physiotherapy		
Occupational Therapy		Jenny ALLEN
School Nurse		Alison DUNNING
Social Care		
Speech and Language Therapy Service	SaLT	Catrina DAWSON
Inclusion Team		
Stockport Ethnic Diversity Service		Julie-Ann MCCULLOCH
Stockport SEN Section		

External Support is available from the wide range of professionals listed above. The Head Teacher and SENCO/ Inclusion Leader liaise with these agencies according to the changing needs of pupils.

13. PARTNERSHIP WITH PARENTS

Staff work together with parents in order to ensure that all children are supported. Their needs are discussed formally at Parent and Teacher Consultation Meetings, which take place twice per year, and at other times on a more informal basis. Parents are encouraged to raise any concerns as they occur, rather than wait for an official meeting at which to do so. Double length meetings at parent/ teacher consultation sessions are reserved for parents with children who have additional needs.

In addition, the needs of pupils with SEND on the School Support level on the SEND Register are discussed formally at meetings between the Class Teacher, SENCO/Inclusion Leader Head Teacher, LSS Teacher and Parents at the Autumn and Spring Term Review Meetings. Parents of pupils with a Statement of their SEND/EHCP are invited to an Annual Review Meeting and Interim review Meetings, which are often attended by the other professionals who have been involved with the child.

Parents sign and receive copies of their children's IEPs in order to ensure that they are in agreement with specific targets and have an opportunity to offer their own support at home.

The Parent Partnership Service in Stockport offers its services to parents of children with SEND at all stages.

14. PUPIL INVOLVEMENT

Children in school are encouraged to talk about their likes and dislikes, their own strengths and areas for development. Pupils write comments for their Annual Reports, discuss ideas with their School Council Representative, contribute to target-setting and complete school questionnaires. SEN pupils are encouraged to make comments on their IEPs and prepare a report for Annual Reviews with an adult.

Contact List – St Mary's School

Head Teacher
 SENCO/Inclusion Leader
 SEND Governor

Mrs F BOUCHER
 Mrs C BRITTON
 Mr I MYLREA