



St. Margaret Mary
Catholic Primary School

SEN Policy

St Margaret Mary Catholic Primary School

Special Educational Needs Policy

Adopted: November 2016

Reviewed September 2017

Definition of SEN

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of kind generally provided for others of the same age in mainstream schools or mainstream post- 16 institutions.

Children must not be regarded as having a learning difficulty solely because their home language is different from the language in which they will be taught.

SEN Code of Practice 2014

Special educational provision means:

xv. Special educational provision is additional to or different from that made generally for other children or young people of the same age that is normally provided in a differentiated curriculum.

Disabled children and young people

xviii. Many children and young people who 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 provides a relatively low threshold and included more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

SEN Code of Practice 2014

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 SEND, but there is a significant overlap between disabled children and those with SEND.

This SEND policy is written to comply with the 2014 Children's and Families Act and its SEN Code of Practice together with the Equality Act 2010.

Key Changes include:

- Education and Health Care (EHC) Plans replace statements.
- School Action and School Action Plus are replaced with one category - SEN support
- Families and pupils are to have more say
- Personal budgets are to be introduced
- Teachers are the first level of provision and must ensure every child makes progress
- 'Local offers' are to be produced by schools, detailing information about provision available for children in their school who have SEND, It describes the services and provision that are available both to those families in Cumbria that have an Educational, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need.

Introduction

St Margaret Mary School values the abilities and achievements of all its pupils. At St Margaret Mary, all pupils have the same entitlement to the whole school curriculum and we are committed to making this accessible to all children through differentiation and a variety of teaching styles, according to the individual needs of the pupils. We strive to remove barriers to learning and participation and develop an environment where all can flourish and feel safe.

St Margaret Mary School provides a broad and balanced curriculum for all children recognising that a child with SEND is also entitled to access a broad, balanced and relevant curriculum. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to the children's diverse learning needs and life experience.

Teachers take account of the educational requirements of SEN children and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. This also includes more able children and those whose social and emotional needs may affect their education.

Children may have SEND either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with SEND take account of the type and extent of the difficulty experienced by the child.

The Disability Discrimination Act identifies the fact that some people with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability

Discrimination Act. We will assess each child as required, and make appropriate provision, based on their identified needs.

Aims and Objectives

The aims and objectives of this policy are:

- To ensure that the special educational needs of children are identified, assessed and provided for as early as possible.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To ensure the SEN and Disability Act and relevant Code of Practice and guidance are implemented effectively across the school.
- To promote a philosophy of inclusion with high quality teaching for all learners which uses a range of effective strategies and methods.
- To ensure effective communication and partnership between parents/ carers of children with special educational needs.
- To promote a 'child/ family centred' approach where views are considered in the planning and implementing of high quality provision.
- To enable children to move on from us well equipped in the basic skills of Literacy, Numeracy and social independence to meet the demands of secondary school life and learning.
- To create an environment where all children have access to a full and rich curriculum and can achieve their maximum learning potential.

- To identify the barriers to learning and participation and to provide 'quality first' teaching using a variety of strategies and learning contexts which enable every child to achieve to the fullest of their potential.
- To set appropriate personal learning outcomes which build on individual need, prior achievement, high aspirations and the views of the learner and their family.
- To implement a graduated approach using the process of plan, do and review.
- To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/ carers.
- TO identify the roles and responsibilities of staff in providing for children's special educational needs and ensure a high level of expertise to meet these children's needs through continual professional development.
- To collaborate with learners with SEN and/ or Disability, their families, staff and external agencies to enable the meeting of these needs.

SEN

In our school, we aim to offer excellence and choice to all of our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children;

- Have different educational and behavioral needs and aspirations:
- Require different strategies for learning:

- Acquire, assimilate and communicate information at different rates and that there are many factors affecting achievement including ability, emotional state, age and maturity:
- Need a range of different teaching approaches and experiences.

We are particularly aware of the needs of our Foundation Stage pupils, whose limited experiences are a crucial factor in terms of their ability to learn.

A Graduated Approach

Identification of pupils with SEN

Quality First Teaching

High quality teaching which is appropriately differentiated for individual pupils is the first step when responding to pupils with possible SEN. This will determine the level of difficulty as well as preferred learning styles of the pupil.

Initial concerns are followed by regular monitoring of specific strategies, the outcomes and progress. These class based interventions are delivered under the guidance of the teacher. If inadequate progress is made (e.g. in relation to the pupil's previous rate of progress/ the gap between a pupil and their peers is not closing or if it is widening), despite high quality teaching and additional support, the SENCO will be consulted for support and advice. If necessary, advice may be sought from a specialist advisory teacher or educational psychologist.

Parents will be informed during every stage of this process from the initial concern through to the strategies and interventions employed and the rate of success and progress. They will be encouraged to share information and knowledge with the school to support their child. At this point, the child will be recorded on the SEN register.

Additional support/ advice from outside agencies may be sought if:

- Progress is limited even after intervention for an identified area of difficulty

- Continued difficulties in Literacy/ Numeracy skills are impacting on rate of progress
- Behavioural difficulties continue to have a negative impact on an individual's learning or that of their peers even when appropriate strategies have been implemented
- Social and emotional difficulties are still evident despite specific intervention
- Communication and/or interaction difficulties continue to affect progress despite the curriculum being differentiated or if these difficulties impede the development of social relationships, causing a barrier to leaning
- Sensory or physical difficulties continue to affect progress despite provision of specialist equipment or regular advice or visits by a specialist service

SEN Support

When it is determined that a pupil does have SEN, parents will be informed of their addition to the SEN register. This identification will ensure that effective provision is put in place to support the removal of barriers to learning.

The SEN support provided will follow the process of assess, plan, do and review, an ongoing cycle which enables the provision to be refined and revised as the understanding of the pupils needs grows. Pupil's progress will be monitored and discussed during termly Pupil Progress Meetings and where pupils are not making sufficient progress, additional information will be sought and appropriate action taken.

Assess

This involves analyzing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment as well as the views and experience of the parents/ cares. The pupils views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. Regular reviews will ensure that support and intervention is matched to need, that barriers to learning are clearly

identified and being overcome and that interventions being used are developing and evolving as required. Advice and recommendations from external support staff will help to inform the assessment of need. Where they are not involved, they may be contacted to carry out an assessment, following discussion and consent from parents/ carers.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the interventions and support required and particular teaching strategies/ approaches that will be employed; the impact on progress, development and/ or behaviour that is expected and a clear date for review. Parental support will also be sought, to reinforce teaching and learning and personal targets at home.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even when the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with the teaching assistants to plan and assess the impact of the support and interventions and how they can be linked to classroom teaching. The SENCO will support the class teacher in further assessments of the pupil's needs and advise on the effective implementation of support.

Review

Reviews of the child's progress will be made regularly and will evaluate the impact and quality of the support and interventions. It will also take into account the views of the pupil and their parents/ carers. The class teacher, with the SENCO, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments, in consultation with the parents and the pupil.

Referral for an Education, Health and Care Plan

After relevant intervention, where the school has followed the graduated response approach cycle of assess, plan, do and review a child is still experiencing significant difficulties, the decision may be made to request an Education Health Care assessment, This request could also be made by a parent.

Evidence and information will be gathered and submitted by the school to the Local Authority relating to the child's special educational needs, a record of the school based interventions, their reviews and outcomes, any reports seeking advice or external recommendations and the child's progress in relation to the strategies used. Parental views as well as rate of academic progress will also be gathered. The decision to make a referral for an EHCP will be taken at a progress review and will combine information from a variety of professionals including:

- Parents
- Teachers
- SENCO
- Social Care
- Health/ Specialist Advisory Professionals

Information will be gathered and a decision made by a group of people from education, health and social care about whether or not 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 EHCP.

Education, Health Care Plans (EHCP)

Following Statutory Assessment, an EHCP will be provided if it is decided that the child's needs cannot be met by the support that is ordinarily available. At this stage the school and parents will be involved in developing and producing the plan. Once completed, it will be reviewed annually by staff, pupils, parents and external

support agencies. This review will enable the pupil's provision to be evaluated and where appropriate, changes to be put in place (e.g. reducing or increasing levels of support). During a transition year, the SENCo from the chosen secondary school will be invited.

Roles and Responsibilities

The management of the SEND policy and the day to day provision for the children with SEN/D is the responsibility of the Head Teacher. The Head Teacher will work closely with the SENCo and the SEN Governor, who will together, keep the Governing Body fully informed on SEN within the school.

Governing Body

The Governing Body strives to follow the guidelines in the SEND Code of Practice (2014)

When carrying out its duties towards all pupils with special educational needs.

The governing body aim to:

- Secure necessary provision, though funding and resources, for the pupils with special educational needs.
- Ensure that children with SEN engage in activities alongside pupils who do not have SEN.
- Evaluate and report annually to parents on the success of the school's provision for pupils with SEN.
- Notify parents when any SEN provision is to be made for a child.
- Designate a teacher, Mrs Fontana, to be responsible for coordinating SEN provision.
- Identify a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is >>>>>>>

The SEN Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

The Governing Body will ensure that the SEND information is accessible on the website and explains the implementation of the policy for pupils with SEN.

SENCo

The SEND policy is developed by the SENCO in collaboration with the Head teacher, SMT and the Governing Body who work closely to ensure effective and appropriate provision.

The SENCO;

- Will draw up annually any healthcare plans required with parents/ carers, liaising with/ taking advice from the appropriate medical professions concerned to ensure the appropriate level of support to meet the pupils needs;
- Organizes and coordinates the day to day implementation of the policy, its aims and objectives;
- Co-ordinates the provision for and manages the responses to children's special needs;
- Advises on the graduated approach when providing SEN support - Assess, Plan, Do, Review
- Liaises with teachers and external agencies to access support and advice to enable the meeting of needs for pupils with SEN. IEP targets are discussed and review dates arranged. Some of the services may include Specialist Advisory Teachers, Educational Psychologists, Speech and Language Therapy, Child and Adult Mental Health Service (CAMHS), Pupil Referral Unit and Carlisle South Cluster Network of SENCo's.
- Supports, guides and advises colleagues to ensure high quality teaching and provision for children with SEN;
- Oversees the records of all children with special educational needs;

- Works closely with parents/ carers to ensure their views and needs are considered and supports them in understanding SEN procedures and practices;
- Monitors and evaluates the special educational needs provision, and reports to the governing body;
- Manages a range of resources, both human and material to enable the appropriate provision to be made for children with special educational needs;
- Monitors, provides and arranges continuous professional development for all staff through staff meetings, training days and INSETs according to the whole school needs,
- Disseminates information about pupils to all staff;
- Attends regular cluster meetings to update and revise policies and documents as a result of developments in Special Educational Needs and Inclusion.
- Liaises with the SMT on the deployment of the school's delegated budget and other resources to meet the pupils' needs effectively
- Manages support staff involved in delivering interventions.
- Monitors the impact of interventions provided for the pupils with SEND
- Liaises with early years providers, other schools, LA, educational psychologists, health and social care professionals
- Liaises with nursery's and secondary schools to plan a smooth transition for both pupils and parents/ carers
- Works with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
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TEACHING AND NON TEACHING STAFF

- All staff are aware of the school's SEN policy and the procedures for identifying, assessing and making provision for children with SEN.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupil's

individual needs in order to remove potential barriers to learning to ensure that they are able to reach their full potential.

- Teaching assistants will liaise with the class teacher and SENCo on planning, on pupil's response and on progress in order to contribute effectively to the graduated response. (as detailed in the ASSESS, PLAN, DO and REVIEW section).
- Teachers are responsible for maintaining, monitoring and regularly reviewing IEPs with the support of the teaching assistants who will use these as working documents.

Provision for pupils with SEN/D is the responsibility of the whole school and therefore requires a coordinated and consistent whole school approach. Our fundamental belief is that:

'All teachers are teachers of children with Special Educational Needs'

And as such are responsible and accountable for their personal progress.

Working in partnership with parents

We believe that a close working relationship with parents is vital and so encourage them to make an active contribution in order to ensure

- a) Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) Continuing social and academic progress of children with SEN
- c) Personal and academic targets are set and met effectively allowing them to achieve their potential.
- d) In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will be consulted with regards to future provision. Parents are invited to attend meeting with external

agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's Head teacher/ SENCO may be contacted in relation to SEN matters or concerns.

Parents/ carers can also receive advice, support and information about SEND through

- Parent Partnership
- IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk
- Cumbria County Council Local Offer website gives information about some of the different agencies, services and resources available www.cumbria.gov.uk/childservices/schoolandlearning/ils/specialeducationalneeds

Partnership with outside agencies

The school continues to build strong working relationships and links with external services whose advice may be requested to support the provision of pupils with SEND. These specialists may also provide additional assessment in which recommendations and alternative strategies may be suggested for the school to implement.

- The SENCO attends review meetings which involve outside advisors, and is responsible for drawing up IEPs as a result of these meetings.
- Links with feeder secondary schools are kept up by the SENCO and Head teacher, who inform each school of incoming pupils with Special needs.
- There are frequent pastoral meetings.
- The Educational psychologist visits regularly and gives advice, performs assessments and helps with referrals to other agencies and the Local Education Authority for formal assessment.
- Advice is also sought from the Local Authority Specialist Advisory Teaching Service which includes Speech and Language, Social Emotional and Mental Health, Visual and Hearing Impairment, the Pupil Referral

Unit, Occupational Therapy, Health and Social Services, and support given to class teachers, teaching assistants and pupils in identifying targets and implementing them.

- Advisory teachers visit children on their lists regularly and provide information and training sessions for staff. Advisory teachers will also visit on request.
- The School Nurse visits and provides information and training sessions for staff when appropriate.
- Liaison meetings with Health Visitors and Playgroup Leaders are held to ensure a smooth start to school for special educational needs children in the Foundation Stage.
- Multi-agency liaison meetings occur when needed.

Access to the Curriculum

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

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs.

Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in school. Short term targets and appropriate strategies will be identified and the expected outcomes to ensure that children progress, experience success and achieve their full potential.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not

withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Facilities for pupils with SEN

The school complies with the Equality Act (2010) and Accessibility legislation.

It is accessible for wheelchair access as the school is on one level and has disabled toilet facilities. The Accessibility Plan can be accessed through the school's website.

Staff Training (CPD)

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching and strategies is provided according to individual staff and whole school professional development needs. In school, peer support through knowledge sharing is promoted as well as external trainers who address specific medical (e.g. hearing loss), special educational needs (e.g. autism and dyslexia) or training on particular interventions.

Allocation of resources for pupils with SEN

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within school, including the provision for children with statements of special educational needs and EHCP. This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups or for individuals. Appropriate resources and equipment are purchased as and when required.

The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

Monitoring, Evaluating and Reviewing

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done during review meetings, Pupil Progress meetings and general discussions. SEN provision and interventions are recorded on an individual provision map, which is updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. These interventions are monitored and evaluated termly by the SENCO and SMT which helps to identify whether provision is effective. This SEN data is then implemented into the Head Teacher's report and delivered to the governors every half term.

The SENCO is involved in supporting teachers involved in drawing up Individual Education Plans (IEPs) for children. The SENCO and the named governor with responsibility for special needs (>>>>>>>>>>>>) also hold annual meetings but meet intermittently when and where needed.

Complaints procedure

If a parent/ carer has any concerns about SEN provision for their child, an appointment can be made by them to speak to the Head Teacher or SENCO so that these can be addressed within the school. If these concerns/ complaints cannot be resolved then they will be advised on the formal procedures for their complaint.

The governing body reviews this policy annually and considers any amendments in light of the annual review findings.

Signed:

Date:

Date of next policy review: September 2017

