

LEARNING & INCLUSION



St. Mary's Catholic
Primary School

ST MARY'S CATHOLIC PRIMARY SCHOOL

SEN and Disability Policy

Responsible Officer	Contact Details
SENCO	Tel: 01258 820417 E-mail: office@stmarymarnhull.dorset.sch.uk

Reviewed and adopted: November 2016

ST MARY'S CATHOLIC PRIMARY SCHOOL, MARNHULL

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (July 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

SPECIAL EDUCATIONAL NEED AND DISABILITY – SCHOOL INFORMATION

The Head teacher has overall responsibility for Special Educational Needs and Disability in St Mary's Catholic Primary School.

The designated teacher responsible for coordinating SEND provision for children/young people is the SENCO:

Sue Northcott (office@stmarymarnhull.dorset.sch.uk). This person is not a member of the Senior Leadership Team.

The person co-ordinating the day to day SEND and disability provision for children/young people at St Mary's School is: Sue Northcott.

The Governor with oversight of the arrangements for SEN and disability is: Nick Chambers

School Mission Statement:

To love, value and respect each other within the catholic family; to nurture each individual's talents and skills, as Jesus taught us.

Everyone matters and is loved by God.

This policy was developed in conjunction with staff and governors.

AIMS AND OBJECTIVES

At St Mary's, we have high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

St Mary's is committed to giving every child the best opportunities. It is a fully inclusive school which benefits from a wealth of expertise alongside practical support. It has a fully accessible site with an additional medical room. It has well trained and caring staff who are passionate about the welfare of children.

Children with SEND benefit from focused provision on outcomes. The expectations are that the aspirations of all children with SEND will be raised.

AIMS

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- To identify at an early age, individuals who need extra help and support.
- To enable each child to take part and contribute fully to school life.
- To develop individuals' self-esteem.
- To provide access to and progression within the curriculum.
- To involve children in planning to address and monitor their special educational needs and or disability.
- To work in partnership with parents to support children's learning and health needs.
- To provide quality training for staff that suggests strategies to help them to support children with special educational needs and disability.

OBJECTIVES

- To identify and provide for children who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a "whole child, whole school" approach in the management and provision of support for children with special educational needs or disability
- To employ a Special Educational Needs Co-ordinator (SENCO) who will work within the bounds of the SEN Inclusion Policy
- To provide support and advice to all staff who work with children with special educational needs.

ROLES AND RESPONSIBILITIES

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that St Mary's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

These can all be viewed on the school website www.stmarymarnhull.dorset.sch.uk and www.dorsetforyou.com/local-offer

The role of the SENCO at St Mary's is to co-ordinate all matters relating to children with SEND. The SENCO ensures that classroom support, programmes of intervention and classwork are all focused on the child's needs. The SENCO uses assessment to plan and review the support and is the link between professionals, parents and carers for children with SEND. The SENCO organises the annual Person Centre Reviews of children with Educational Health Care Plans and works with all staff to ensure the smooth running of support for children with SEN.

The Head teacher is responsible for all matters related to Pupil Premium, Child Protection and CAF (Common Assessment Framework).

ADMISSION ARRANGEMENTS

St Mary's uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this, St

Mary's makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, St Mary's liaises with the local authority or diocese, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website www.dorsetforyou.com/local-offer or www.stmarymarnhull.dorset.sch.uk

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

The school has a range of specialist SEND facilities in place:

- Medical room with therapy bed, secure medicine cabinet. Ramps throughout school building and playground for wheelchair use.
- Laptops with support programmes for provision 1:1
- SATS support and additional time if appropriate for Year 6 children
- School bus from Stalbridge, Gillingham and outlying villages

SEN INFORMATION AND LOCAL OFFER

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at www.dorsetforyou.com/local-offer using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

St Mary's staff use a wide range of tools to assess the amount and level of SEN needed and support required. Initially, discussions about progress between the class teacher and Head teacher will identify possible SEN issues. A parent may also be concerned about issues with

their child and have discussed these with the class teacher. From being made aware of these, the SENCO will assess or supervise the assessment procedure using such assessments as Letters and Sounds for phonics; Wide Range Intelligence and Attainment Tests; Diagnostic tests; Levelled Numeracy tests and The Boxall Profile (Social, Emotional and Behaviour).

Learning needs are managed either by using additional support' or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school.

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs, a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child does have SEN, the decision will be recorded in the school records and the child's parents / carers **must** be informed that special educational provision is being made. The class teacher with the child will discuss suitable targets for the term. These 'Good Learning Cards' targets are used every day in class to focus learning.

The SENCO will oversee the planning of a programme for the child which will be delivered for half a term. This will usually be instruction by a trained Teaching Assistant or a qualified teacher, once a week (it could be more frequent depending on need) for an allocated time of between 30 – 45 minutes. This may be on a 1:1 basis or with in a small group or take place in the classroom.

If a child is not making sufficient progress or there are several terms of lack of progress, the SENCO, after consultation with parents/carers and teachers, may ask the Educational Psychologist to assess the child. This should identify whether there is further support or programmes that would benefit the child, or whether further professional advice is needed.

Throughout this process, parents/carers will be kept informed and issues discussed regularly, either with the class teacher or the SENCO.

The SENCO will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEN.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children

- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

MANAGING SEND CHILDREN IN OUR SCHOOL

Where a child is identified as having SEND and or a disability St Mary's adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice:0 to 25 (July 2014) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

Regular discussions take place throughout the half-term between the TA and the SENCO to discuss a child's progress. At the end of the half-term a more formal assessment will take place and the child's progress discussed with the Head teacher and class teacher. This links with the class teacher's half-termly assessment of literacy and numeracy and will inform the next half-term's planning. Class teachers write targets with SEN children each term which are reviewed at the start of a new term.

The SENCO ensures that SEN Good Learning Card targets, provision maps and Person Centred Plans are all reviewed at the end of each term and the new plans and records kept securely. The class teacher is responsible for evidencing progress according to the outcomes described in the plan. The SENCO manages the graduated approach for SEN children by reviewing progress with the class teacher each term and determining the appropriate level of intervention and level of need. Monitoring of this is the responsibility of the SENCO.

Initially the progress of children with concern is monitored by the class teacher and the SENCO. If, after first quality teaching in the class, progress is not evident, the child will be placed on the SEN register at Need 1 Level and appropriate assessments, plans and interventions delivered. If, after a term's intervention, progress is still not evident and the class teacher and parents are concerned, the child will be moved to the SEN Need 2 Level and professional support (usually the Educational Psychologist) acquired to determine how the school can move the child's needs forward. If there is still a lack of progress, after discussions with parents, class teacher and Head Teacher, the SENCO will apply for an Educational Health Care Plan (EHCP) from the Local Authority to provide additional support for the child with SEN.

Evidence to support the application for an EHCP comes from the progress of a child over both Key Stages in literacy and numeracy. It includes SEN targets over the previous year and any assessments from school, both class based and intervention based, behavioural plans, specialist plans, etc. It includes support from outside agencies which have been involved, especially the Educational Psychologist's report. Parents/carers must be consulted throughout this process and kept informed about progress of the application. Forms, guidance and further information can be downloaded from www.schoolsnet.dorset.uk inclusion services.

The SENCO applies for any additional support from specialist services and monitors this. Costs are agreed by the Senior Leadership team. Parents are kept informed throughout and their permission sought prior to application.

Family support may involve referral through a CAF (Common Assessment Framework) to co-ordinate all support which is agreed with the parents/carers and the Head Teacher. General information about the family is required and specific detail about the reason behind the application. A full CAF form is completed by the Head Teacher.

Additional support from specialist services is arranged and monitored by the SENCO. Costs are funded either through pupil premium (if appropriate) or the school budget. Parents are always consulted prior to this request and the child informed when an assessment will be taking place.

If, after additional support the child has not made progress or a request has been made for additional funding from a parent/carer, the SENCO will complete and submit a request form for an Education Health Care Plan to the Local Authority High Needs Block. This is found at www.schoolsnet.dorset.sch.uk. This requires some additional assessment reports from the Educational Psychologist, levels that the child is working at and the reason for the request. Within six weeks the Local Authority has to respond. If they consider that the request should go ahead, the SENCO has to complete a detailed form with supporting evidence from other professionals, such as Speech and Language Therapists, Behaviour Support Services, SENNIS, etc. Parents may have supporting evidence for the application which they may wish to submit. The Local Authority has to respond to this request issuing an Educational Health Care Plan (EHCP), written by the Local Authority SEN planning co-ordinator within 26 weeks of the request having been received by the local authority. Throughout this process the parent/carers are kept informed of the request by the school and Local Authority, with the initial form requiring their signature.

Once a child has an EHCP, the SENCO and the Head teacher ensure that staffing and resources to support the child are put in place. The SENCO has to organise the Person Centred Review for the child annually and invite the parent/carers, Educational Psychologist, professionals supporting the child, the Head teacher, class teacher, teaching assistants and any relevant staff to this meeting.

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

Throughout the term, the SENCO and Class teacher and Teaching Assistant discuss progress and the delivery of interventions. A record of delivery, including objectives, lesson plan and comments, is kept by the Teaching Assistant and the class teacher. During the term the SENCO aims to observe and monitor this delivery at least once per intervention. More frequent monitoring may be necessary if there is lack of progress or the Teaching Assistant needs support in delivery the intervention. At the end of each term all interventions are assessed by the SENCO and Teaching Assistant. The SENCO meets with the Teaching Assistant who has delivered the intervention to discuss progress and outcomes of the intervention. The SENCO will also discuss these with class teachers, parents/carers and the child.

COMING OFF THE SEND RECORD

A child will be removed from the SEND record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school

experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan. However, a child's progress will continue to be monitored by using the school's tracking systems.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

St Mary's will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (*DfE April 2014*). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that as a school, we are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the St Mary's policy on "Supporting children at school with medical conditions".)

TRANSITION ARRANGEMENTS

St Mary's is committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

Parents apply for a place to St Mary's in the October prior to the year of entry. A child with SEN and their parents/carers will need additional time before entry in the September to visit the school. Parents/carers must inform the school of SEN issues and the Local Authority SEN planner will contact the school explaining any special arrangements in equipment, resources, staffing, etc. which are needed. Appropriate measures are then taken by the school.

Movement of children with SEN between classes is through discussion between the class teachers about progression at the end of the school year.

For children with an EHCP, the transition to secondary school begins at the Person Centred Review either in Year 5 (if the date is in the Summer Term of Year 5) or in Autumn Term before transition in Year 6. The SENCO of the secondary school will be invited as well as the Local Authority SEN planner to ensure a smooth pathway. At this discussion, arrangements for additional visits to the new school by the child and/or parents/carers and TA support will be organised. It also gives the opportunity for the child, parents and TA support to meet with the new SENCO and become familiar with procedures, buildings and arrangements at the new school.

For children with a current Statement of Special Educational Need, the local authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Children for whom

a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (DfE - July 2014) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and children as and when required.

The SENCO identifies courses for existing staff which will enhance the school intervention provision or staff may identify courses to enhance their personal development.

The SENCO will provide information on specific needs for new staff.

Schools need to indicate where the SENCO will network for personal training.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals. If appropriate, the SEN Governor may also attend. Off-site activities may require additional training for staff and governors and the SENCO will arrange this with the support of the parents and any additional professionals prior to the visit.

SEN INFORMATION

St Mary's presents its SEN information in three ways:

- i. by information placed on the school website which can be found www.stmarymarnhull.eschools.co.uk/website
- ii. by following the link from the school website to the local authority's Local Offer website www.dorsetforyou.com/local-offer
- iii. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

ACCESSIBILITY

St Mary's publishes its Accessibility Plan on the school website; this information can be found at www.stmarymarnhull.eschools.co.uk/website

Further information about our school's accessibility can be found on the local authority's *Local Offer* website; this can be found www.dorsetforyou.com/local-offer

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO or Head Teacher.

St Mary's publishes its Complaint's Policy on the school website; this information can be found www.stmarymarnhull.eschools.co.uk/website

REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually in consultation with staff, parents/carers and children.

LINKS TO OTHER RELATED POLICIES

Supporting children at school with medical conditions

Accessibility Plan

Equality Statement

Safeguarding

Anti- bullying

Child protection

Data protection