



SEND Policy

St Mary's Catholic Primary School

Policy approved by the Governing Body

Date:

Signature: Chair of Governor

Written: July 2021

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Next Review: July 2022

St Mary's Catholic Primary School

SEND Policy

St. Mary's is a Catholic school in which each individual grows in the knowledge and love of Christ. In partnership with parents and the whole community, our purpose is to provide a high standard of education, giving the maximum opportunity to realise each person's potential

At St Mary's we believe that all our pupils have the right to an education which is appropriate to them as individuals. As far as possible therefore it is our aim to minimise the difficulties that pupils will experience.

Aims

At St. Mary's we:

- Put the child at the centre of everything we do
- Involve children and their families in discussions and decisions which affect them
- Do everything that we can to meet the needs of children with SEN
- Set ambitious targets which are not limited by the identification of SEN
- Focus on inclusive practices which removes the barriers to learning
- Ensure and enable pupils with SEN to engage in activities alongside their peers (with support if required)
- Identify, as early as possible, children who may have SEN

In summary:

- Individual outcomes will be set in collaboration with the child, their family and class teacher.
- The needs of most children, including those with SEN, will be met by high quality, differentiated teaching in the classroom.
- In some instances, carefully planned interventions will be introduced to meet specific, individual needs.
- The impact of these interventions will be measured over time.
- Provision will be mapped to ensure that staff deployment, resource allocation and the choice of intervention is effective.
- Staff will keep up to date through well targeted, continuous professional development.
- We enable a cooperative and productive partnership with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meet the needs of each child.

Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for education, health and care plans (EHCP), SEN co-ordinators (SENCOs) and the SEN information report.

Definitions

We identify that a pupil has SEN if they have a learning difficulty or disability which requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of their peers or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for their peers at St. Mary's.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

In attempting to achieve the above objectives, the Governors, the Head Teacher, SENCO and the staff will take all reasonable steps within the limit of the resources available to fulfil the requirements outlined in this policy document.

The SENCO

The SENCO is Denise Morgan. She can be contacted at: denise.morgan@stmarysalw.net

She will:

- Work with the Head Teacher, Laura Concannon, and the SEN Governor, Rebecca Iley, to determine the strategic development of SEN policy and provision at St Mary's.
- Have day-to-day responsibility for the operation of the SEN policy.
- Co-ordinate the specific provision made to support individual pupils with SEN, including those who have EHCPs.
- Provide professional guidance to colleagues and work with staff, families and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- In consultation with the Head Teacher deploy support staff effectively.
- Monitor and assess the impact of additional interventions to ensure that they are having an impact on pupil progress and attainment.
- Keep a log of support materials and resources and share this with staff.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with previous and next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Head Teacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

The SEN Governor

The governor with responsibility for SEN is Rebecca Iley. She can be contacted at:

Rebecca.Iley@stmarysalw.net

She will:

- Help to raise awareness of SEN issues with the governing body.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this.
- Work with the Head Teacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

The Head Teacher

The Head Teacher is Laura Concannon. She can be contacted at: [head@stmarys-pri.northants-](mailto:head@stmarys-pri.northants-ecl.gov.uk)

[ecl.gov.uk](mailto:head@stmarys-pri.northants-ecl.gov.uk)

She will:

- Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with the school SENCO, teaching assistants and specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Listening to the pupil to understand what is going well, as well as any concerns which they may have. Acting on this information to make changes where necessary.
- Communicating with the family and listening to their views.
- Ensuring they follow the SEN policy.

SEN information report

St Mary's currently provides additional and/or different provision for children with a range of needs, including:

- Communication and interaction: for example, autism; speech and language difficulties.
- Cognition and learning: for example, dyslexia.
- Social, emotional and mental health difficulties: for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs: for example, visual impairments, hearing impairments.

How we identify pupils with SEN and assess their needs

- Progress is significantly slower than that of their peers starting from the same baseline.
- Progress fails to match or better the child's previous rate of progress.
- The attainment gap widens over time.
- The child presents with a specific difficulty which is not aligned with their overall performance.
- Progress in other areas e.g. social skills is significantly slower than that of their peers starting from the same baseline or fails to match the previous rate of progress.
- We will follow up on concerns raised by families, previous schools and nurseries, other professionals and class teachers.
- Slow progress and low attainment do not automatically mean a pupil is recorded as having SEN.

When a child is identified as having SEN, we will discuss this with the pupil and their family. This ensures that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the child's views.
- We take into account the family's views.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.
- Any provision which is offered over and above the child's peers is described.
- Everyone is clear on what is expected of them, including the child themselves.
- This information will be added to the pupil's record and a copy of the pupil's PROFILE will be given to their family.

We involve children and their families in discussions and decisions which affect them

- We put the child at the centre of everything that we do.
- Meet with children and their families at least once a term to discuss what is going well, progress against SMART targets, anything that needs to change and next steps.
- Use a child centred approach to support the child to identify their own objectives, what they can do to meet these objectives and identify any additional support that they may need. This is recorded on a Pupil Voice form.
- Involve children in the annual review of their EHCP and in SEN support discussions (Children are invited to EHCP annual reviews and Pupil Profile review meetings.)

We formally notify parents when it is decided that a pupil will receive or will no longer receive SEN support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach to intervention and the four-part cycle of assess, plan, do, review.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's summative and formative assessment of the pupil
- The teacher's observations of the pupil in and out of the classroom
- Their previous progress and attainment
- The individual's development in comparison to their peers and national data
- Pupil Annual Report which includes progress and effort against Pupil Profile targets
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- Advice from previous settings, if relevant

The assessment will be reviewed every term. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

We will regularly (at least once a term) review the effectiveness of the support and interventions and their impact on the pupil's progress, attainment and individual outcomes.

The SENCO and the class teacher will discuss progress against SMART targets and attainment with the child and their family. The class teacher will discuss the day to day classroom management and support and the effectiveness of this.

The SENCO will be involved in supporting pupils moving between phases and preparing for adulthood. We will share information with the secondary school which the pupil is moving to. In most instances, the SENCO will meet with the SENCO of the secondary school to discuss the child's strengths and difficulties and the impact of intervention and strategies over time. We will agree with families and pupils the information which will be shared.

Our approach to teaching pupils with SEN

We will follow the graduated approach to intervention. Having decided that special educational provision is required, we will start with the desired outcomes. We will use the views of the child, family, class teacher and SENDCO to assess the need and plan the support that is needed. This may be provided by adapting our core offer or offering something different or additional. We will review the impact of any intervention over time and communicate this to the child and their family. If the intervention is not resulting in the desired outcomes we will change and/or increase the support and continue to review the impact.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including children with SEN. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We also provide specific interventions such as:

- Fresh Start literacy programme
- Read Write Inc reading and writing programme
- 'Breaking Barriers' with Numicon- Maths
- RWI 1:1 tutoring focusing on applying Phonic skills
- Speech and language (Including colourful semantics and targeted speech sounds)
- Precision Teaching
- SNIP spelling
- Talk Time- Focusing on Social skills and Communication
- Fine motor skills
- Language for Thinking
- The Green Zone Conversation (Finding Common Ground in Conversation for Children)

We also offer interventions to support the children's social and emotional wellbeing:

- Starving the Anger Gremlin (A Cognitive Behavioural Therapy Workbook on Anger Management for Young People)
- Starving the Anxiety Gremlin (A Cognitive Behavioural Therapy Workbook on Anxiety Management for Young People)
- My Hidden Chimp (help children to understand and manage their emotions and behaviour)
- ARC- Activating, Resilience and Coping

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Start the learning for each lesson at a stage which all children can access.
- Differentiate our curriculum to ensure that all pupils are able to access it. This may mean some children work with the teacher, teaching assistant or learning support assistant in a small focus group. Other children may be supported 1:1 and may be supported with a 1:1 visual timetable.
- Differentiate our teaching and adapt teaching style to meet the needs of the children, for example by breaking down learning into manageable segments; giving longer processing time; pre-teaching key concepts and vocabulary; reading instructions aloud; giving written instructions; providing visual representations; providing alternate versions of a text; using concrete resources.
- Deploy support staff effectively to match need.
- Use recommended resources, such as visual timetables, now and next boards, task planners, a range of recording methods, key word banks, Numicon, sensory tent and sensory resources.
- Allow children to have sensory and movement breaks when these are defined for them.
- Create a low stimulus environment, for example by introducing quiet spaces, individual workstations, break out spaces, neutral colours for backing paper when displaying learning aids and pupils work.
- Provide structured playtimes.
- Apply for access arrangements for Key Stage 2, SATS where appropriate.

Additional support for learning

We have 2 learning support assistants who support pupils on a 1:1 basis.

We have 4 teaching assistants who support pupils in small groups, run intervention groups and are based in specific year groups.

We work with the following agencies to provide support for pupils with SEN:

- Speech and language
- Occupational therapy
- Educational psychology
- Local Authority Advisory Teachers

Expertise and training of staff

Our Head Teacher is a qualified teacher. She has the National SENCO Award. She is non-class based and works in school full time.

Our SENCO is a qualified teacher. She is completing the National SENCO Award. She is class based for two days a week and non-class based for one day a week and is allocated to manage SEN provision.

We value the continued professional development of all our staff, including support staff. In the last two academic years, our support staff has been offered training in:

- Safeguarding children
- First aid, general and paediatric
- Anaphylaxis
- RWI literacy and Phonics programme
- Autism
- Speech and language development

Securing equipment and facilities

Specialist equipment and expertise will be purchased/hired/commissioned by the school to meet the individual needs of our pupils.

The school sign up for a service level agreement with the Educational Psychology Service for Northamptonshire and renew this annually.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their outcomes, each term (Pupil Profile review meeting).
- Reviewing pupils' progress in standardised summative tests, each term.
- Monitoring progress in reading, comprehension and spelling over time (Salford for Reading/ Vernon for Spelling.)
- Ongoing formative teacher assessment, classroom observations, 'book looks'.
- Reviewing attainment on specific programmes, for example RWI.
- Discussing with pupils their views on their individual progress.
- Holding parent, child, teacher, SENCO review meetings each term (Pupil Profile Meeting.)
- Monitoring by the SENCO, SEN Governor and senior leaders.
- Using baseline and end of intervention assessment to measure the impact of specific interventions (using the school TA Pupil Intervention sheets.)
- Holding annual reviews for pupils with EHCPs.

- Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN.

All pupils are encouraged and enabled to take part in sports day, school plays, productions and school trips (this may be supported by 1:1 support staff and/or parents where required). No pupil is ever excluded from taking part in these activities because of their SEN or disability.

In line with the law on disability discrimination, in some instances, we may treat children with SEN and/or a disability more favourably than their non-disabled peers and in some cases may make reasonable adjustments to put them on a more level footing with pupils without disabilities.

No child will be refused admission to the school on the basis of their special educational need. In line with the Equality Act 2010, we will not discriminate against children with SEN/SEND and we will take all reasonable steps to provide effective educational provision.

For more information, please refer to our accessibility plan on our school website.

Support for emotional and social wellbeing

We provide support for pupils to improve their emotional and social development in the following ways:

- Dedicated Wellbeing page on the school learning platform for pupils and parents to access.
- Access to ongoing support from an Educational Psychologist.
- We offer emotional support groups, including ARC.
- We offer and provide interventions such as 'Starving the Anger/Anxiety Gremlin'.
- We have a school worry box set up for all pupils to access in the school hall.
- We provide specialists support sessions for Music and Art Therapy.
- Pupils with SEN are encouraged to be part of the school council and other roles of responsibility.
- Pupils with SEN may be supported at break times to promote teamwork and building friendships.
- Pupils and their families can meet with their class teacher or another trusted adult to discuss any concerns.
- We have a zero-tolerance approach to bullying. Please refer to our anti-bullying policy on our school website.

Working with other agencies

We also work with the following agencies:

School nursing service

Child and Adolescent Mental Health Services (CAMHS)

Educational Welfare Officer

Family support worker

Complaints about SEN provision

Complaints about SEN provision in our school should be made, in the first instance, to the child's class teacher or SENCO, Denise Morgan. If the issue is unresolved at this point, it will be directed to

the Head Teacher, Laura Concannon. The governor with responsibility for SEN may be involved. If the issue remains unresolved, we will follow the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details for raising concerns in school:

SENCO, Denise Morgan: denise.morgan@stmarysalw.net

Head Teacher, Laura Concannon: head@stmarys-pri.northants-ecl.gov.uk

Governor with responsibility for SEN, Rebecca Iley: Rebecca.Iley@stmarysalw.net

Contact details of support services for parents of pupils with SEN

Information Advice and Support Service for SEND (IASS) in Northamptonshire is an impartial and confidential service which gives free information, advice and support about matters relating to Special Educational Needs and Disabilities. The service operates at arm's length from the local authority and clinical commissioning groups through independently trained staff.

Website: <http://www.iassnorthants.co.uk>

Email Address: contact@iassnorthants.co.uk

The SEND Local Offer for SEND (IASS) in Northamptonshire

The service is for parents or carers of children aged 0-25, and young people up to 25 with special educational needs and/or disabilities. They can self-refer or with their permission someone else can refer on their behalf. Young people (aged 16-25) can ask for support separately from their parents or carers if they wish.

They offer information, advice and support about any issue related to special educational needs and disability including:

- Local policy and practice
- Northamptonshire's Local Offer
- Educational Support
- Statements/Education Health & Care Plans
- Personal Budgets and personalisation
- Disagreement resolution/ Mediation

Additional information about these topics is available on their website.

Monitoring arrangements

All policies will be monitored and amended as appropriate every year but all policies will be fully reviewed and updated every three years.

All policies will be approved by the governing body.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Equality policy
- Equality objectives

Written by Denise Morgan (SENDCO) June 2021