

# St Mary’s RC Primary School Special Educational Needs and Disability

**Policy**

Revised September 2021

Reviewed and amended February 2024

Reviewed February 2025

## Vision:

We believe that every child is a gift from God, therefore, we aim to provide an outstanding and happy Catholic education which develops the ‘whole child’ whilst enabling them to reach their full potential.

## Mission statement:

**We love God** … so we follow the examples of Jesus

**We love learning** … so we always do our very best in everything

**We love each other** … so we treat each other as we want to be treated

SEND Policy – Implementation Date November 2014

### Overview

This Policy complies with the statutory requirements laid out in the SEND Code of Practice 0- 25 (2014) and has been written with reference to the following guidance and documents:

* Equality Act 2010: advice for schools DfE Feb 2013
* SEND Code of Practice 0 – 25 (2014)
* School’s SEN Information Report Regulations (2014)
* Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
* The National Curriculum in England Key Stage 1 and 2 Framework document (Sept 2013)
* Safeguarding Policy
* Accessibility Plan
* Teachers Standards 2012

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This Policy was reviewed due to the changes to legislations and guidelines. It was written by the SENDCo and the Senior Leadership of the school and approved by Governors after working with parents and all staff to co-produce our Policy. This policy is written closely linked to our SEND Information Report and our Core offer for children with SEND. It also is

written in conjunction with our school’s ASC Policy. These can be found on our School’s website.

### Joint SENDCo role held by – Miss Moore (Deputy Headteacher) – 01706 378032

### - Mrs Heyes (Assistant Headteacher)

**Introduction**

* Our school provides a broad and balanced curriculum for all children. 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 children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.
* These requirements are likely to arise for a child with special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.
* Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.
* The definition of SEND from the Code of Practice 2014 is as follows:

### “A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of

**compulsory school age or a young person has a learning difficulty or disability if he or she:**

1. **has a significantly greater difficulty in learning than the majority of others the same age, or**
2. **has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions**.

The code provides practical advice on how to carryout statutory duties, to identify, assess and make provision for children and young people with special educational needs (SEN).

### Aims and objectives

The aims and objectives of this policy are:

* + to create a fully inclusive environment that meets the special educational needs of each child and to celebrate diversity and difference.
  + to ensure that the special educational needs of children are identified, assessed and provided for;
  + to make clear the expectations of all partners in the process;
  + to identify the roles and responsibilities of staff in providing for children's special educational needs;
  + to enable all children to have full access to all elements of the school curriculum;
  + to ensure that parents or carers are able to play their part in supporting their child's education;
  + to ensure that our children have a voice in this process.
  + to ensure that children with SEND are not treated less favourably in line with the duties laid out in the Equality Act of 2010.

### Educational inclusion

* In our school, we aim to offer excellence and choice to all 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 behavioural needs and aspirations;
  + require different strategies for learning;
  + acquire, assimilate and communicate information at different rates;
  + need a range of different teaching approaches and experiences.
* All Teachers are teachers of Special Educational Needs and respond to children's needs by:
  + providing support for children who need help with communication, language and literacy;
  + planning to develop children's understanding through the use of all their senses and of varied experiences;
  + planning for children's full participation in learning, and in physical and practical activities;
  + helping children to manage their behaviour and to take part in learning effectively and safely;
  + helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning;
  + delivering a differentiated curriculum and removing barriers to learning.

### Special educational needs

* Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:
  + they have significantly greater difficulty in learning than the majority of children of the same age;
  + they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.
* All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.
* If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This is part of our Core Offer for all children and is part of our Quality First Teaching. If a child is accessing all that is offered as part of our Quality First Teaching offer the child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. At this point children will be placed on our SEND register as ‘SEN Support’. The class teacher will keep parents or carers informed and draw upon them for additional information. The Special Educational Needs Coordinator (SENDCo), if not already involved, will become involved if the teacher and parents/carers feel that the child would benefit from further support. The SENDCo will then take the lead in further assessments of the child's needs and liaise with relevant agencies.
* We will record all provision given to children receiving SEND support by using an Assess-Plan-Do-Review method. This is then used as a basis of a chronology of support for children. It also ensures maximum progress is achieved in all areas. All children receiving SEN support also have a Pupil Passport and Long term and Short term targets and will meet with school at least 3 times each year to review these.
* If the school identifies that support is needed from outside services, we will consult parents/carers prior to any support being actioned. In most cases, children will be seen in school by external support services. External support services will, wherever possible, have an input into all targets and recommendations for children with

additional needs. The new strategies will be implemented and recorded on our Assess-Plan-Do-Review records. If found that multi-agency co-ordination is needed or additional support is required then school will work with parents and other agencies involved to complete an Early Help Assessment.

* If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LA. A range of written evidence about the child will support the request. This is the process which may lead to an EHC Plan (Education, Health and Care Plan) being issued.
* In our school, the SENDCo:
  + manages the day-to-day operation of the policy;
  + co-ordinates the provision for and manages the responses to children's special needs;
  + supports and advises colleagues;
  + oversees the records of all children with special educational needs;
  + acts as the link with parents and carers;
  + acts as the link with external agencies and other support agencies;
  + 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 appropriate provision to be made for children with special educational needs;
  + contributes to the professional development of all staff

### The role of the governing body

* The governing body has due regard to the Code of Practice (2014) when carrying out its duties toward all pupils with special educational needs.
* The governing body monitors the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. School report the progress and effectiveness of provision to the Governing Body in accordance with the Code of Practice. The governing body ensures that parents or carers are notified of any decision by the school that SEND provision is to be made for their child.
* The governing body has identified Mrs Pamela Kelleher, to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible people' in this school are Miss Moore, the Deputy Headteacher/SENDCo, and Mrs Heyes, the Assistant Headteacher/SENDCo. The SENDCo ensures that all those who teach a pupil with a special educational need is a teacher of SEND and aware of the nature of all of their needs.
* The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

### Allocation of resources

* The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care Plans.
* The SENDCo informs the governing body of how the funding allocated to support special educational needs has been employed.

### Assessment

* Early identification is vital. The class teacher informs the parents or carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.
* The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices. This is an ongoing process of Assessment – Plan – Do – Review.
* The SENDCo works closely with parents/carers and teachers to plan an appropriate programme of support.
* The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
* The LA seeks a range of advice before carrying out a Statutory Assessment leading to the provision of an Education, Health and Care Plan being given. The needs of the child are considered to be paramount in this.

### 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.
* Our school invests a high amount of training and focus on the provision of Quality First Teaching and clear differentiation taking place throughout. We also place a high level of importance on children becoming independent learners and developing these skills in all children including those with a SEND.
* 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. These sessions are time limited and are related to the specific needs of each individual child.
* The school is built on one level without any steps and all class rooms can be accessed easily from both outside and in. We also have a disabled toilet and facilities for changing etc.

### Partnership with parents and carers

* The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers. The home–school agreement is central to this. Parents and carers have much to contribute to our support for children with special educational needs.
* The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. We also have a SEND Information Report detailing our provision for SEND. A named governor takes a particular interest in special needs and is always willing to talk to parents and carers.
* We have meetings three times a year to share the progress of special needs children with their parents or carers. In these meetings Pupil Passports are reviewed and targets reviewed and set. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.
* A SEND annual report will available for parents and an annual report to Governors is also provided.

### Pupil participation

* In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.
* Children are involved at an appropriate level in setting targets and have an input into their learning environment through the Pupil Passports. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

### Concerns or Complaints

If parents wish to make a formal complaint, they may do so in writing to the Head teacher or Chair of Governors. The complaint, how it is dealt with, and its resolution, will be reported to the Governing Body. Parents who are still concerned have the right to complain to the Director of Education. At all times, a complaint will be handled in accordance with the Code of Practice, 2014.

The process is as follows:

1. Arrange a meeting with the Head teacher
2. The Head teacher will then arrange a meeting with the SENDCo, class teacher and relevant professionals
3. If necessary, the complaint will be referred to the Governing Body, through the Chair of Governors and the designated SEND governor
4. If further action is required, the LA will be involved. The LA will enable parents to appeal to an independent body, if reconciliation is unable to be achieved.

### Monitoring and Reviewing

* The SENDCo monitors the movement of children within the SEN system in school. The SENDCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
* The SENDCo is involved in supporting teachers involved in drawing up Pupil Passports for children. The SENDCo and the Headteacher hold regular meetings to review the work of the school in this area.
* The Curriculum Committee reviews this policy annually and considers any amendments in the light of the annual review findings. The Headteacher will report the outcome of this to the Full Governing Body.

### Signed: T. Cragg, Chair of Governors

**Date reviewed: February 2025**