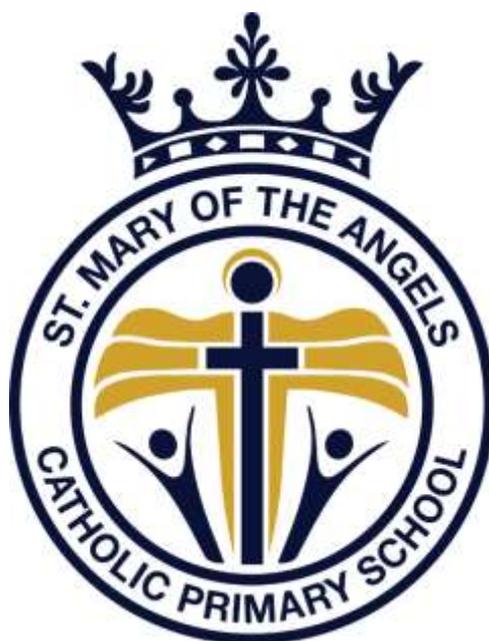


**ST. MARY OF THE ANGELS
CATHOLIC PRIMARY SCHOOL**

Special Educational Needs Policy



Following Jesus in all we think, do and say

Agreed by Governing Body: 6th December 2018

Next review date: November 2019

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

St. Mary of the Angels Catholic Primary School operates a policy of equality of opportunity and equality of access and inclusion. We aim to ensure that all children are enabled to take a full and active part in school life and have their needs met.

2. Legislation and guidance

This policy and information report 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 set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

The SEND Code of Practice 2015 states that a person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has:

- a significantly greater difficulty in learning than the majority of others of the same age; or
- a disability which prevents or hinders him or her from making use of the facilities of the kind generally provided for others of the same age in mainstream schools.

A child is not seen as having a learning difficulty solely because the language more commonly spoken is different from the language in which the child will be taught. We also recognise that some children also have disabilities or medical conditions that have an impact on their learning or ability to access the curriculum at school.

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.

4. Roles and responsibilities

4.1 The SENCo

The SENCo is Neysa Claridge and the Assistant SENCo is Karen Waive

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, 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
- 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 potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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

4.2 The SEN Governor

The SEN Link Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 Headteacher

The Headteacher 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

4.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or 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

- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

At St. Mary of the Angels, we are committed to working in partnership with parents and carers to support children to achieve their full potential. When supporting children with SEND, we strive to harness the expertise of parents and carers, and to support them in developing their child's skills, knowledge and understanding.

Our partnership with parents includes:

- Respecting and working to overcome, where necessary, the differing needs of parents and carers such as disability or communication and linguistic barriers;
- Promoting a culture of cooperation between parents, schools, Local Authorities and outside agencies in order to enable children with SEND to achieve their full potential;
- Sharing information with parents and carers in informal conversations and individual meetings, as well as keeping dialogues in home/school record books;
- Notifying parents of any concerns at an early stage, and always being willing to listen to issues and concerns brought forward for discussion;
- Inviting parents to review meetings to discuss progress, set targets and plan intervention strategies to help the child both in school and at home;

- Keeping parents informed of any additional or different provision their child is receiving and inviting parents to contribute to and attend any review meetings about their child;
- Directing all parents of children on the Additional Needs Register to the SEN policy and the School's SEN Offer (both available on the website) to enable them to understand principles and practice with regard to SEND at St. Mary of the Angels Catholic Primary School.

5.4 Assessing and reviewing pupils' progress towards outcomes

After careful assessment of a child's strengths and difficulties, the process of planning to meet a child's needs involves all stakeholders (children, parents and families, teachers, support staff, outside agencies) and sets out clear actions to reduce or remove barriers to learning.

The school operates a graduated approach to remove barriers to learning and put effective special educational provision in place, in line with the SEND Code of Practice (2015). This takes the form of a four-part cycle, 'through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes.' (SEND Code of Practice, 2015, 6.44, p.100). This cycle can be seen in the table below.

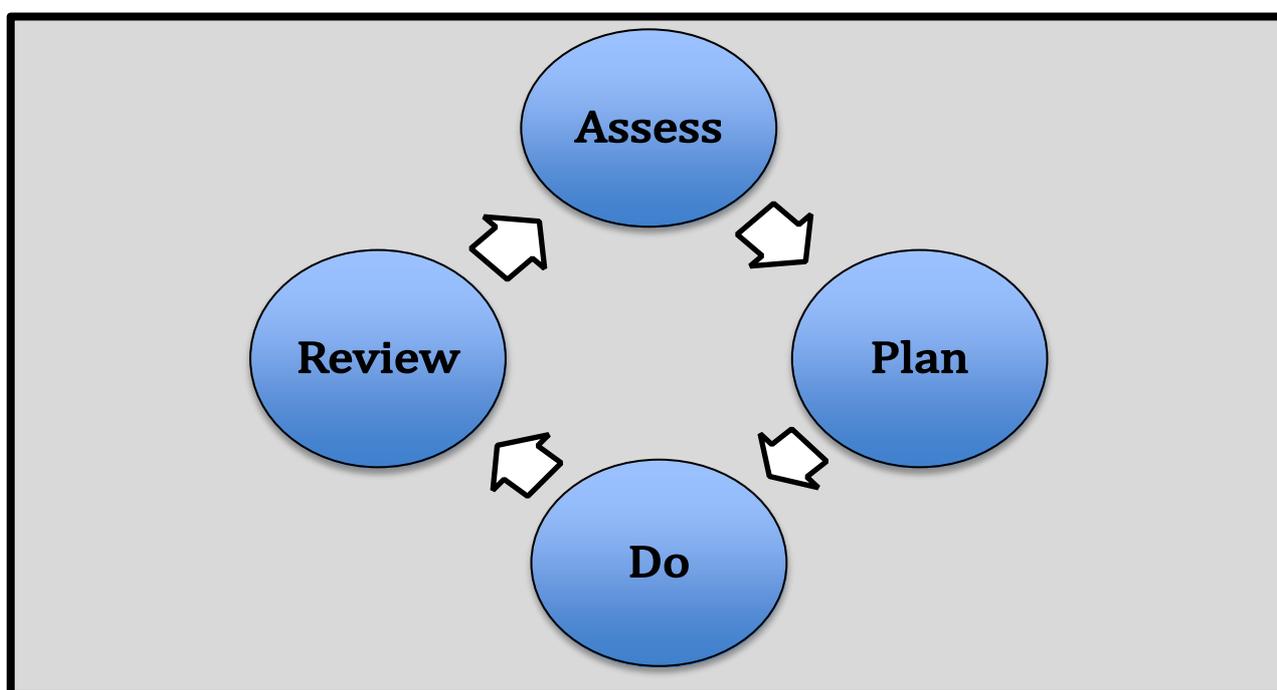


Table 1.1: The Graduated Approach to Effective Special Educational Provision

Actions planned to reduce or remove barriers to a child's learning fall into the 'do' part of the graduated approach, and are continuously monitored through communication between stakeholders to assess progress and next steps.

Actions planned within the 'do' part of the graduated approach fall within four broad strands:

- **On-Going Assessment, Planning and Review**
 - Individual Learning Plan (ILP) with three key targets linked to the child's identified needs and strategies for enabling the child to meet each target;
 - Diagnostic tests;
 - Entry and Exit Assessments;
 - Standardised tests (e.g. SATs);
 - Assessment and advice from outside agencies.
- **Grouping for Teaching Purposes (see Provision Map)**
 - In-class support;

- Withdrawal sessions;
- Small group work.
- **Additional Resources**
 - Specialist Teaching;
 - Inclusion Manager;
 - SEN Trained Teaching Assistants.
- **Access to the National Curriculum**
 - Differentiation of class work and homework;
 - Individual programmes;
 - Implementation of ILPs;
 - Specialist resources to aid learning;
 - Access to IT equipment and specialised software.

An intervention will be chosen to best meet the needs of the individual child.

5.5 Supporting pupils moving between phases and preparing for adulthood

We have procedures in place to ensure that transitions (e.g. between classes, key stages or schools) take place with ease and are perceived in a positive light by all stakeholders. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils.

For children with an EHC Plan, the Inclusion Manager supports families in choosing appropriate Secondary schools for their child's continuing needs; this will be fully discussed at the Year 5 Annual Review. Once a Secondary School has been identified, the Inclusion Manager will ensure that a handover meeting is arranged with the receiving Secondary school and that records are fully updated and passed on in the summer term before the child leaves the school.

5.6 Our approach to teaching pupils with SEN

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

We will also provide a variety of interventions, as stated in our school offer, for different needs.

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as sensory equipment, visual timetables, communication cards, sitting and writing aids etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions. These interventions may support pupils on a 1:1 basis or in small groups. We work with the following agencies to support pupils with SEN:

- Speech and language therapist
- Occupational therapist
- Early Help
- Anna Freud

- Catholic Children's Society
- Beanstalk

5.9 Evaluating the effectiveness of SEN provision

At St. Mary of the Angels School, the effectiveness of our SEND Policy and Provision is continuously monitored and scrutinised. The Inclusion Manager reports directly to the Headteacher and regularly reports to the Governing Body of the school on the number of children identified on the Additional Needs Register, including the numbers of children with an EHC Plan, their progress, the types of additional provision and resources being used and liaison with other agencies or educational establishments.

The Inclusion Manager and subject leaders also monitor classroom practice, and analyse pupil-tracking data to identify and develop effective special educational provision. The Senior Leadership Team has overall accountability for the progress and attainment of children with SEN; however all Middle Leaders are expected to identify and track progress of all children within their subject or aspect of leadership. Pupil Progress Meetings are held half termly (6 times a year) and pupil data is regularly monitored and analysed.

Evidence of the effectiveness of this policy on progress in learning for children with SEN will be shown by:

- Ongoing teacher and support staff observations of children in the daily classroom setting;
- Differentiated short-term planning by the Class Teacher and evidence of evaluation of how planning has met the child's needs;
- Records and evidence of the child's work showing progress towards curriculum objectives;
- More age-appropriate scores on standardised testing, or improved scores on exit assessments;
- Discussion with the child at an appropriate level about their progress;
- Discussion with parents/carers about the child's progress; Discussion with outside agencies about the child's progress.

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

At St. Mary of the Angels, we strive to be a place of learning where each pupil feels a sense of belonging and where every child plays a vital part in the school community.

We provide an inclusive ethos, a broad and balanced curriculum and rigorously monitor and review each child's attainment and progress. All these aspects of school life help us to identify barriers to learning and participation at an early stage, so that we can plan for how to reduce or remove those barriers.

Pupils with Special Educational Needs are fully integrated into every aspect of school life, and take part in all activities except where medical advice precludes this. We plan with outside agencies to make modifications to activities, to enable children to participate as fully as possible. We encourage all pupils to take part in before and after school clubs and provide quality PE coaching during the school day for all year groups.

5.11 Working with other agencies

We believe that in order to effectively support children with SEND, close co-operation between the school and other professionals is essential. This includes the Local Authority, SEND Support Services, Health Services, Social Services and the following list of outside agencies:

- Speech & Language Services;
- Westminster Special School Outreach Service & Advisory Services;
- Education Psychology Service;
- Child and Adolescent Mental Health Service;
- Child Development Service.
- Tri-borough Alternative Provision (TBAP)

These services are able to offer:

- Educational and health assessments;
- Advice on teaching strategies and resources;
- Advice on adapting the school environment and modifying the curriculum;
- Providing input for Local Authority statutory assessment and for Annual Reviews;
- Training for staff on developing skills and knowledge about SEND;
- Direct support through specialist teaching;
- Advice to parents and families.

5.12 Complaints about SEN provision

We aim to ensure that all children's educational needs are met within DfE requirements and guidelines. If, however, parents feel concerned about their child's special educational needs they should be advised to:

- Contact the Class Teacher;
- If the concern remains, contact the Inclusion Manager (Mrs. Neysa Claridge);
- If the concern remains, contact the Headteacher (Mrs. Mary Wilson);
- If the concern remains, follow the school's Complaints Procedure, available on the school website and on request from the school office.

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 children. 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

5.13 Contact details of support services for parents of pupils with SEN

Coming together and sharing ideas and strategies is something we fully support at St Mary of the Angels. Please contact Mrs. Claridge, the SENCo, who can signpost you to parent groups that meet regularly in Westminster.

5.14 Contact details for raising concerns

Please contact the SENCo Mrs. Neysa Claridge or the Assistant SENCo Mrs. Karen Waine for any raising concerns.

5.15 The local authority local offer

Our contribution to the local offer can be found on our website/ School Information/ Special Educational Needs

Our local authority's local offer can be found on our website/ School Information/ Westminster Local Offer

6. Monitoring arrangements

This policy and information report will be reviewed by Neysa Claridge, the SENCo every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our school offer and other policies found on our website:

- Accessibility Policy

- Behaviour Policy
- Equality Opportunities Statement of Values
- Supporting Pupils with Medical Needs in School