

# ST. MARY'S CATHOLIC PRIMARY SCHOOL, ISLEWORTH



## **Special Educational Needs and Disability (SEND) Policy**

October 2016

### Mission Statement:

Our school family at St. Mary's wants this to be a safe, caring and happy place, where we all have a fair chance to learn and grow together and do the best we can. We do this by knowing and loving Jesus more every day and by following his teachings.

This policy has been updated in line with the Revised Code of Practice (2014) and with regard to Equality Act (2010).

### **Introduction**

St Mary's Catholic Primary School aims to ensure that all children have access to a curriculum which is broad, balanced, relevant and differentiated.

We recognise that there are children who may need extra support – whether because of learning, behavioural, emotional, physical or sensory impairment – at some time in their school lives. We endeavour to identify that need and provide the necessary support for the children and their parents.

We seek to provide an inclusive, stable and caring environment in which children are encouraged to develop their potential and experience a realistic sense of achievement.

In line with 'The School's Guide to 0-25 SEND Code of Practice 2014' we deliver a whole school approach to SEND with Quality First Teaching as a first response with a clear focus on outcomes.

We believe that a positive self-image is extremely important in fostering good learning attitudes and that praise and positive reinforcement can be used to develop a feeling of value and self-worth.

We respect the rights of all pupils to be treated as individuals, to feel wanted and valued members of the school community and to have their skills and abilities recognised. Provision for special needs is the responsibility of the whole school.

St Mary's SEND Information Report (Local Offer) can be found on the school website. This outlines the schools approach to meeting children's additional needs and is up-dated each September.

### **Objectives of the school SEN policy**

The aims of this policy are:

- to create an environment that meets the special educational needs of each child
- to ensure that the special educational needs of children are identified early, assessed and provided for where possible
- 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 children to have full access to all elements of the school curriculum
- to encourage parents to play their part in supporting their child's education
- to ensure that our children have a voice in this process
- to have regard to the revised SEN Code of Practice (2014)

### **Definition of SEND**

"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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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"

(SEND Code of Practice 2014)

**Special Education Provision** (for a child aged two or more in mainstream schools in England) means:

"educational or training provision that is additional to, or different from, that made generally for others of the same age.."

(Children and Families Act 2014)

**Curriculum Access and Inclusion** (Please refer to Equality and Diversity Policy 2007)

St Mary's Catholic Primary School strives to be an inclusive school to ensure that those with SEND can take part in school activities alongside those who don't have SEND, engendering a sense of community and belonging through its

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and standards for all children.

Once current building work is completed all parts of the school will be fully wheelchair accessible.

**Information about the school's SEN provision**

**Roles and Responsibilities**

**The Governing Body**

The governing body should, in co-operation with the head teacher, determine the school's general policy and approach to provision for children with SEN, establish the appropriate staffing and funding arrangements and maintain a general overview of the school's work. A governor is appointed with specific responsibility for overseeing SEN and reporting back to the governing body on SEN issues in the school.

**The Head Teacher**

The head teacher is responsible for the delegation of special needs within the school and for overseeing the funding arrangements. Responsibility for SEN provision is delegated and shared between all teaching staff as follows:

**The Special Educational Needs Co-ordinator (SENCO)**

- Manages the day-to-day operation of the policy
- The SENCO monitors and maintains the Additional Needs register and completes paperwork.
- The SENCO will arrange any necessary links with outside Agencies.
- The SENCO will remain up-to-date with development in SEN and will disseminate this information to other staff members.
- The SENCO is involved in supporting teachers in writing and reviewing Pupil Support Plans (PSP's).

- The SENCO is responsible for ensuring that the proper SEN procedures of identification and assessment are adhered to in the school and that appropriate records are kept.
- The SENCO manages a range of resources to enable appropriate provision for children with educational needs.

*Class teachers are responsible for:*

- Each child's Pupil Support plan and other relevant records are kept in the class teacher's own Special Educational Needs File in their classroom. This needs to be kept up to date.
- Quality First Teaching
- Directing TA's
- Intervention and differentiation
- Recording SEN observations
- Monitoring progress and referring to SENCO if concern continues

*SEND TA's*

- SEND TA's are responsible under the guidance of the class teacher and SENCO to ensure appropriate provision for the children in their care.
- Are responsible for liaising regularly with the class teacher and SENCO and outside agencies and parents as and when appropriate.

***SEN Funding***

School receives funding and can apply for additional funding where appropriate.

***Admission Criteria***

Our admissions policy gives children with special needs exactly the same rights to gain a place at St. Mary's as any other child.

In line with the Code of Practice the school has a duty to admit a Catholic child with a Statement or Education and Health Care Plan naming the school providing the school can meet their needs.

***Information about the school's policy for identification, assessment and provision for all pupils with SEN***

*Categories of Special Educational Need Code of Practice 2014*

The Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad categories:

- Communication and interaction
- Cognition and Learning
- Social, emotional and Mental Health
- Sensory and/physical

## *Identification and Assessment of Special Educational Needs*

Early identification of pupils with SEN is a priority. The identification and assessment of a pupil's learning difficulties may originate from a number of sources:

- Information gathered from parents, pre-school groups, health and social services.
- The pupil's performance monitored by the teacher as part of ongoing observation and assessment.
- The outcomes from baseline assessment results/foundation stage profile and early learning goals.
- The pupil's progress against their individual targets
- The pupil's performance against the expectations for their year group
- Standardised screening and assessment tools.

## *English as an Additional Language*

Particular care will be needed with pupils whose first language is not English. We don't regard children as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or arise from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

## *More Able Children*

As a school we are concerned to identify the very able children who also have 'special' needs. The needs of these children are provided for by:

- identifying this need as early as possible
- monitoring progress
- evaluating provision given
- differentiation

## ***Graduated Approach***

As a school we have adopted the graduated approach as outlined in the Code of Practice 2014 for the identification and management of Pupils with SEN.

This approach is to:

- Assess
- Plan
- Do
- Review

The triggers for intervention:

- could be the teacher's or other's concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:
- a child makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness (for definitions of 'adequate progress' (see page 10 of this policy under 'Children's Progress')
- a child shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- a child presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- a child has sensory or physical problems and continues to make little or no progress despite the provision of appropriate resources
- a child has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

When a persistent concern is noted by the class teacher, parents must be informed and any concerns discussed with them before the child is placed on the Additional Needs Register

### **Provision**

At present the school provides specific support for pupils with SEN through Pupil Support Plans. Provision includes differentiated work in the classroom, classroom support and one to one or small group intervention programmes. The strategies specified in the Pupil Support Plan (PSP) should usually be implemented at least in part and as far as possible in the normal classroom setting. The delivery of the interventions recorded in the PSP continues to be the class teacher's responsibility.

Hounslow Early Intervention Service and Educational Psychologist, Speech Therapy and other external agencies support this provision when necessary. Outside agencies provide advice, resources, and individual/group tuition in some instances.

### ***Pupil Support Plan***

The Pupil Support Plan (PSP) should only record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children.

The PSP should specify

- provision to be put in place
- staff involved
- parental involvement
- a set of targets - 2/4 individual short term targets/crisply written
- a balance of strategies to achieve the targets
- a review date

- Most PSP's are reviewed at the end of each term. Parents are given the opportunity to discuss the targets with the class teacher.
- From an early age, children with SEN should be actively involved at an appropriate level in discussions about their PSP's, including target setting and have their views recorded. Children should be encouraged to share in monitoring and evaluating their own performance.
- All relevant teaching and non-teaching staff in contact with the child should be aware of the PSP to ensure consistency.
- Group PSPs may be used where appropriate, but a separate copy must be kept with each child's individual record.

### **Children with Statements/EHC Plans**

For a very few pupils the help given by the school and support services may not be sufficient to enable the pupil to make adequate progress. The school will then, in consultation with the parents and any external agencies already involved, request the LA to issue a EHCP (formerly Statement of SEN)

- School requests a statutory assessment after first consulting the criteria for statutory assessment from the LA
- The school must provide evidence of intervention and use of allocated funding
- LA will inform the school if they agree to carry out a statutory assessment

Once a child has been issued with an EHC Plan (formerly a Statement of Educational Need), the school receives an allocation of funds that the LA judges sufficient to meet the needs identified in the EHC plan. It is then required to show how the money is used to provide the child with SEN provision. This may be done in the form of extra individual support for the child or more resources to aid the child's learning. We are legally required to carry out annual reviews and these provide an essential opportunity to review progress and provision.

### **Monitoring of Special Needs**

Special Educational Needs are monitored through

- direct and continuous observations from teaching and support staff
- the SENCO meets with class teachers and SEN support staff at the end of each term to ascertain progress of pupils with special educational needs
- monitoring of class SEN Files, PSP targets and reviews.
- parents comments and observations
- child's observations
- the SENCO meets with the SEN Governor to discuss SEN issues.

- formal assessment and screening within the school
- Analysis of pupil tracking data and test results
  - for individual pupils
  - for cohorts
- Value added data for pupils on the SEN Register
- School self-evaluation
- The School Development Plan
- observation and formal assessment by outside agencies
- The SENCO meets with SLT each term to evaluate need and re-prioritise use of support and resources.

### **Parent Partnership**

At St Mary's we recognise the crucial role parents play in educating their children. Wherever possible parents are fully involved in discussions about decisions made concerning their children. We ask that parents, where possible, provide support at home and follow any structured programme of work, arranged by class teachers and SEN specialists.

### **Arrangements for considering complaints**

Parental concerns are always taken seriously and every effort will be made to ensure that satisfactory outcomes are reached. The governors and staff are keen to provide the most appropriate teaching for every child within the limits of the available resources and to give parents access to the support services.

If a parent is dissatisfied with any SEN provision they can, in the first place, make an appointment with the class teacher to discuss their problems. If the parent feels that their concerns are not solved then the school SENCO will meet with them to discuss their specific concerns and to try to sort out solutions. If this is still not successful then the Head teacher will discuss the situation with the parents concerned to discuss a way forward.

Advice for parents is also available from the LEA parent partnership services - please see Hounslow web-site for the Local Offer and see our school web-site for the school's SEN Local Offer.

### **Staff Training and Inset**

St. Mary's is committed to ensuring that staff are properly trained in the area of SEN in order to provide the best for individual children and attend relevant courses.

### **Links with other schools and services**

St. Mary's liaises with secondary schools in the borough over the transfer of pupils at the end of Year 6, this may include meeting with the secondary SENCOs. Some children may make prior visits to their secondary schools to meet the staff where this is appropriate to the child's needs. Visits to local



nurseries are also made to support transition to Early Years when there is an identified need for additional transition support.

The School has links with a range of support services including:

1. Hounslow Early Intervention Service (Learning, behaviour, hearing and visual impairment, physical disability)
2. Educational Psychologist
3. School Nurse
4. Child and Adolescent Mental Health Service (CAMHS)
5. Speech Therapy Service
6. Educational Welfare Officer
7. Physiotherapist
8. Occupational Therapist

Occasionally, and when appropriate, links are made with local General Practitioners, Hospital Departments and Social Services.

The SENCO attends Hounslow Network Meetings to forge links with other SENCO's and to up-date SEN knowledge and information.

**Criteria for evaluating the school SEN Policy**

The following criteria will be used to assess the effectiveness of our SEN provision:

- To have identified a child with SEN at the earliest opportunity.
- To cater for the child's needs through appropriate provision as quickly as possible.
- To ensure each child has access to a broad and balanced curriculum.
- To set appropriate targets and monitor the child's progress.
- To monitor the effectiveness of Pupil Support Plans
- To use effectively the feedback from parents, either informally, or at reviews or Parents' evenings.
- To monitor the self-image of the children who receive SEN support.
- To monitor the attitude of other children to those who receive SEN support.
- To use effectively the results of formal assessment in the school.
- To ensure all staff to have followed the Code of Practice for SEN

Review of Policy October 2016      Next Review Date: September 2017

Signed \_\_\_\_\_ J Corley, Chair of Governors    Date \_\_\_\_\_

Signed \_\_\_\_\_ F Marsh, Headteacher      Date \_\_\_\_\_

Signed \_\_\_\_\_ M Martin, SEN Governor \_\_\_\_\_ Date \_\_\_\_\_

Signed \_\_\_\_\_ J Winchester SENCO      Date \_\_\_\_\_

## Children's Progress

The key test of any need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all children will progress at the same rate. A judgement has to be made in each case as to what it is reasonable to expect a particular child to achieve. Whatever the level of pupil's difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress.

**Adequate progress** can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour
- demonstrates improved sense of well-being and happiness