



St. Mary's R.C. Primary School **SEND Policy**

Vision: 'A Journey to Excellence'

We believe that each child is made in the image and likeness of God therefore we develop the 'whole child' to reach their individual potential. We have high expectations and celebrate success both academically and socially. We aim to provide an outstanding Catholic education so that we can make a valuable contribution to the community in which live and serve.

Mission statement:

'We are happy living and learning in God's Friendship'

SENCO: Mrs Robyn Love

CONTACT DETAILS: St Mary's Primary School – A Voluntary Academy, Bacup, OL13 9LJ

Represented on the SLT by: Mrs Robyn Love and Mr Haworth Head of School

SECTION 1 COMPLIANCE AND GENERAL STATEMENT

This Policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 YEARS (July 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 Years (July 2014)

Schools SEN Information Report Regulations (2014)

Statutory Guidance on supporting students at school with medical conditions

Safeguarding Policy

Access Plan

Teachers Standards 2012

INTRODUCTION

At St Mary's we believe that every child is entitled to a curriculum that enables them to achieve the highest possible standards, develops the whole child by catering for their social, emotional, physical, intellectual and moral development and encourages purpose, self-discipline, independence and community responsibility in a caring, supportive, positive and secure learning environment.

Children may have special educational needs either throughout or at any time during their school career. The school provides a broad and balanced curriculum for all pupils and this policy ensures that curriculum planning and assessment of children with SEND takes account of the type and extent of the difficulty experienced by the child.

SECTION 2 - AIMS

The overarching aim of this policy is to ensure that the needs of pupils with SEN are accurately identified and effectively met so that all such pupils are able to achieve and develop both as individuals and as members of the school community. To this end, we aim to:

- Assess students accurately, track their progress regularly and adjust provision in the light of ongoing monitoring
- Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all students, including those with SEN
- Make sure that additional support is well targeted, using a combination of in-class support and withdrawal
- Use the most appropriate resources to support learning,
- Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEN to ensure that we are providing equality of educational opportunity and value for money.

OBJECTIVES

- To ensure compliance with national SEN policy, most currently the Department of Education's SEND Reforms, Children and Families Act 2014 and SEND Code of Practice 2014.
- Work closely with the LA and comply with locally agreed policies and procedures. - Ensure all staff implement the school's SEN policy consistently - Ensure any discrimination or prejudice is eradicated.

- Ensure all pupils have access to an appropriately differentiated curriculum. -Recognise, value and celebrate all pupils' achievements.
- Work in partnership with parents /carers in supporting their child's education.
- Guide and support all school staff, governors and parents in SEN issues.
- Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
- Provide appropriate resources, both human and material, and to ensure their maximum and proper use.
- Involve the pupil (if appropriate) in the process of identification, assessment and provision and to ensure that the pupil is aware that his or her wishes will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs.
- To provide a Special Educational Needs and Disability Co-ordinator who will work with the SEND Policy.
- To provide support and advice for all staff working with special educational needs pupils.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

A child has a learning difficulty or disability if he or she:

- has a learning difficulty or disability which calls for special educational provision to be made for him or her,
- 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.

In addition we identify special educational needs within the context of the usual differentiated curriculum within the school. Children are identified as having SEN if they are not making progress within a curriculum that:

- sets suitable learning challenges;
- responds to students' diverse learning needs;
- aims to help students overcome potential barriers to learning.

In accordance with the SEND Code of Practice 2014, four broad categories of need are identified: -

communication and interaction

- cognition and learning

- social, emotional and mental health

- sensory and/or physical needs

Whilst it is clear that the purpose of identification is to work out what action the School needs to take, it is not our purpose to fit a student into a category, and serves solely to identify the needs of each individual student by considering the whole child, not just his/her special educational needs. NON-SEN needs will always be taken into full consideration, where these needs may impact on progress and attainment, for example:- - Disability

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child (LAC)

The identification of behaviour as a need is no longer an acceptable way of describing SEN and any concerns relating to pupils behaviour will be described as an underlying response to a need which School has recognised and identified clearly.

SECTION 4: A Graduated Approach to SEN Support

At St Mary's all teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have SEN. "Quality first" teaching is a priority of the School. It is regularly monitored through internal and external observation processes and teacher appraisal. Close liaison is maintained with all members of staff by the SENCo to ensure that pupils are only identified as SEN if they do not make adequate progress, once they have had all the intervention/adjustments and good quality personalised teaching.

The SEND coordinator (SENCo) is responsible for:

- assessing the specific needs of pupils with SEND (this includes application for an Education and Health Care Plan (previously Statement of SEN));
- ensuring that additional targeted support is provided for students who need it;
- the day-to-day operation of the school's SEND policy;
- liaising with and advising class teachers;
- maintaining the SEND register and the records of all students with SEND;
- working with parents of students with SEND;
- liaising with staff in school such as the Head Teacher, SLT and Family Support Worker to ensure that provision for students with SEND is effective and well-coordinated;
- liaising with external agencies including the Speech and Language Therapy Service, Educational Psychology Service, School Nurse and Health visitors, medical services, Family workers, Children's Social Care and voluntary bodies;
- Contributing to CPD training for all staff;
- Attending/holding review meetings for SEN pupils where appropriate, including those pupils with an Education and Health Care Plan.

SECTION 4: Managing pupils needs on the SEN register

The SENCo identifies (in conjunction with Head Teacher/teaching staff/Key Stage Leaders/SLT) those pupils who require support on the SEND Register and organises appropriate support, which is implemented across the curriculum through Individual Education Plans/pupil passports/individual behaviour plans. Provision for pupils on the SEND Register is usually funded from within the school's existing budget. Students with an Education and Health Care Plan receive at least the minimum entitlement of additional, targeted support identified within the Plan.

The school follows the guidance of the SEN Code of Practice and uses a graduated approach to the identification and assessment of and provision for pupils with SEND. This approach includes: Liaison

of the SENCo with feeder High Schools to aid transition and continuity of support/provision for those students identified with SEN;

- The SENCo ensures relevant information with regard to SEN pupils is forwarded on to relevant providers.
- Each class teacher is responsible for passing on relevant information to all support staff/supply staff for children in their class;
- Regular communication and liaison with teaching staff by SENCo in identification and appropriate support of pupils with SEND;
- Parents are fully informed by Class Teachers of identification and provision of their child's SEN;
- Parents are seen as key partners in the educational process. The knowledge, views and first-hand experience parents have of their child are valued for the contribution they make to their child's education. All parents are welcome to contact the Head Teacher or SENCo if they have any concerns or questions about SEN provision. Parents are also encouraged to keep in regular contact with the school regarding their child's progress. There are two planned parents meetings in the Autumn and Spring terms. IEP meetings take place on a termly basis and parents views are sought and incorporated into the plans;
- Measuring progress for all students with SEND on a termly basis;
- Progress towards the targets on IEPs are updated at least once per term. Adequate progress within the differentiated curriculum will be ascertained through consultation with the pupil (if appropriate), teachers and parents. A range of data is used including screening (mathematics, reading, spelling, comprehension and handwriting speed), SATs, baseline assessments and teacher assessments. Review of provision where appropriate, including application for Statutory Assessment by the SENCo and subsequent acquisition of an Education and Health Care Plan (EHCP);
- Interventions will be monitored closely by SENCO and SLT. Monitoring sheets will be completed on a weekly basis per intervention where TA's will review and comment on progress. These will be checked by class teachers on a weekly basis and by SENCO termly;
- Parent meetings with the SENCo where appropriate to review progress of students with SEND including Annual Reviews for students with an EHCP;
- Regular review and update of the SEN Register by SENCo to ensure students are appropriately supported, including removal of students from the SEN Register who have made appropriate progress towards targets or gathering further evidence to apply for an Educational Health Care Plan;
- Using SEN Code of Practice/ Curriculum Handbooks and statutory guidance on developing a more inclusive curriculum as a set of principles for establishing the usual differentiated curriculum, based on setting suitable learning challenges; responding to pupils' diverse learning needs and overcoming potential barriers to learning;
- Referral, by the SENCo for outside agency support, as deemed necessary, in conjunction with the Head teacher, SLT, Key Stage Leaders, and parents. The SENCo will facilitate provision from outside agencies, including Educational Psychology Service, Speech and Language Therapy Service and Specialist Teaching Service. The SENCo will meet regularly with outside agencies involved with students to inform appropriate ongoing provision;
- Holding an Annual Review for students with an Education and Health Care Plan. An Annual Review may be called for at any time should there be a concern that current provision is not appropriate to meet the needs of the pupil.

SECTION 5: CRITERIA FOR EXITING THE SEN REGISTER

The SENCo has responsibility for the removal of a student from the SEN Register. This decision will be dependent upon appropriate progress being made towards set targets and in conjunction with Head Teacher/SLT/teaching staff/outside agencies and parents.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

Families of pupils with SEND are guided towards the SEND Information Advice and Support Service who will provide support and guidance for parents of pupils with SEND

<https://www.lancashire.gov.uk/children-education-families/special-educationalneedsand-disabilities/getting-help/information-advice-and-support/>

At St Mary's we have a 'School Offer' which provides information about the provision we offer children who have SEND. This is available for parents and pupils on the school website at

www.stmarysbacup.org

Lancashire County Council also has a 'Local Offer' which can be found at

<https://www.lancashire.gov.uk/send/>

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

St Mary's School recognises that pupils with medical conditions should be properly supported so that they have full access to the curriculum, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, School will comply with its duties under the Equality Act 2010.

Some students may also have special educational needs (SEN) and may have an Education and Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

SECTION 8: Monitoring and Evaluation of SEN

Please refer to information given in Section 4 of this Policy. The quality of provision offered to all pupils with SEND is monitored in conjunction with the Governors, Head Teacher, SLT, SENCo, teaching staff and parents.

The SEN policy is formally reviewed annually. The evaluation is based on:

- the progress made by pupils with SEND and the outcomes they have achieved in relation both to curriculum subjects and to personal development ;
- the extent to which the aims and objectives of the policy have been met; - how effective the SEND provision has been in relation to the resources allocated. The policy is amended to reflect the outcomes of the evaluation.

SECTION 9: TRAINING AND RESOURCES

All professional development needs are identified through the school's appraisal system, selfevaluation and quality assurance processes and the school improvement plan.

- The Head Teacher oversees the professional development of all teaching staff and teaching assistants. Colleagues attending any courses are expected to disseminate and share relevant knowledge with other staff within the school.
- The SENCo may identify the SEN training needs of staff in conjunction with the Head Teacher/SLT and all staff are encouraged to undertake training and development through INSET.

- Newly appointed teaching, support staff, and NQTs undertake an induction programme, which includes a meeting with the SENCo to explain systems and structures in place around the School's SEND provision and practice and to discuss the needs of individual pupils.
- The SENCo regularly attends SENCo cluster meetings (LA, Trust and local clusters) in order to keep up to date with local and national developments in SEND.
- The school employs a family support worker who is available each day to support pupils with social, emotional and mental health difficulties.

SECTION 10 ROLES AND RESPONSIBILITIES

Role of the SEN Governor/Governing Body

The Governing body has regard to the SEN Code of Practice when carrying out duties towards all pupils with SEN. Consequently, it is their responsibility to: - ensure that necessary provision is made for students with SEN;

- determine the school's general policy and approach to pupils with SEN in cooperation with the Head teacher and SENCo;
- ensure that the teachers are aware of the importance of identifying and providing for those students with SEN
- ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents
- ensure that the school's progress in implementing the policy and its impact on pupils are regularly reported to the Governing Body;
- ensure that parents are notified of a decision by the school to make SEN provision for their child
- ensure that pupils with SEN are included as far as possible into the activities of the school

Role of the Teaching Assistant

Teaching Assistants are recruited to work within the classroom and with targeted pupils/small groups of pupils outside of the classroom as directed by the class teacher. Intervention timetables will be planned by teachers and followed by TAs. All Teaching Assistants are line-managed by the Head Teacher and SLT.

Designated Senior Lead (DSL) with specific Safeguarding responsibility is the Head Teacher- Mrs Claire Mills.

The Deputy DSL's are Vicky Cunningham, Hannah Haworth and Laura Webster.

The designated member of staff responsible for managing LAC funding is the Head Teacher.

SECTION 11: STORING AND MANAGING INFORMATION

The school complies with current data protection and confidentiality requirements with regard to information about pupils and families.

SECTION 12: REVIEWING THE POLICY

This Policy will be reviewed annually to comply with new requirements for SEND.

SECTION 13 : ACCESSIBILITY

Please refer to the Access Plan - St Mary's Nursery and School 2024-2025

See the school/Nursery website:www.stmarysbacup.orgwww.stmarysnurserybacup.org

SECTION 14: DEALING WITH COMPLAINTS

The school's standard complaints system applies. More information is available on the school website -www.stmarysbacup.org

SECTION 15: BULLYING

Please refer to the Behaviour Policy and Anti-Bullying Policy available on the school web site – www.stmarysbacup.org

SECTION 16: Appendices

Please refer to the Local Offer – SEN Information Report-Access Plan - Safeguarding Policy, Complaints procedure, Behaviour Policy on the school website www.stmarysbacup.org This policy was reviewed September 2024

Policy Agreed;

Mrs Robyn Love

(Date) 30/09/24

(Signed – Chair of Governors)

(Review date) September 2025