



ST. MARY'S R.C. PRIMARY SCHOOL

*Guided by faith, nurtured through love, inspired
to achieve*

SEND Policy

INTRODUCTION

St Mary's ensures that the Special Educational Needs and Disabilities policy works within the guidelines and inclusion policies of the Code of Practice (Updated 2015), the Local Education Authority and other policies current within the school.

We have a belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (Updated 2015):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and Physical.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood.

If your child has special educational needs and/or a disability and you would like to know more about what we offer at St Mary's Primary School then contact us on **01325 300339** or e-mail us at newtonaycliffestmarys@durhamlearning.net

SEND Coordinator: Miss Joanne Wills

We refer to the term "Special Educational Needs" if a child:

- a. Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies. **(See SEND Register)**
- b. Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

Special Educational Provision is that which is additional to or different from that made generally for most children in school.

Assessment is an on-going core process throughout the school. It is a check that each child is making **adequate progress** against the national expectations set for each year group from Reception through to Year 6.

If a child is not making the expected progress, then we determine the reasons why.

Adequate progress is defined as that which:

- narrows the attainment gap between the child and the children of similar age
- prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- matches or is better than the previous rate of progress
- ensures that a child has access to the curriculum in line with their peers
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvement in a child's behaviour allowing them to be receptive to learning.

Principles and Values

The school endorses the philosophy expressed by the Code of Practice (Updated 2015) that:

- The purpose of education for all children is the same; the goals are the same but the help that individual children need in progressing towards them will be different.
- Equality of opportunity for all should be the basis for work to meet special educational needs. The views of the child will be sought and taken into account at the appropriate age.
- The parents support will be actively sought for they have a vital role to play in their child's education.
- Children with SEND will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum.

Aims and Objectives

At St Mary's we aim to:

- To be an inclusive school. This means that equality of opportunity must be a reality for our children. This is achieved through the attention we pay to the different groups of children within our school.
- Identify children with special needs and or disabilities as early as possible.
- Create an environment that meets the needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- Work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Place a high value on esteem building in children with special needs and or disabilities.

- Consider the needs of children who are especially able and talented.
- Enable, through reasonable adjustments, all children to have full access to all elements of the school curriculum.
- Request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership.
- Identify the roles and responsibilities of all staff in providing for all children's needs.
- Ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals.
- Foster an inclusive ethos where all children are encouraged to achieve their full potential.

THE GOVERNING BODY

The Governing Body, in co-operation with the Headteacher and SENDCO, determines the school's general policy and approach to provision for all pupils, establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work. The SEND Governor has a responsibility to be a critical friend to the school.

TEACHING AND LEARNING

Where a pupil is identified as having SEND, we will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take 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 of what supports the pupil in making good progress and securing good outcomes. We will follow the Assess, Plan, Do and Review approach, as highlighted in our local and school SEND Offer. This will ensure that interventions and support are correctly matched to an individual's needs allowing them to make progress.

When planning their work, teachers take into account the abilities of all of their children and tailor teaching and learning to their individual needs of their pupils using a personalised learning mentoring system.

The National Curriculum and the EYFS Outcomes are our starting points for planning a curriculum that meets

The specific needs of individuals and groups of children. We do this through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children;
- working in partnerships with parents and other agencies.

Furthermore, the curriculum is enriched to provide pupils with quality, real life experiences and we are committed to ensuring that all children are fully included. All lessons are differentiated and Staff employ a variety of teaching and learning styles.

WORKING IN PARTNERSHIP WITH PARENTS

St. Mary's supports the Code of Practice (Updated 2015) view that parents hold key information and have a critical role to play in their children's education. We actively seek to work with parents through the following initiatives.

Formal Meetings

The parents will be invited to meet the school SENDCo and class teacher when their child needs support with their learning. The purpose of this meeting is:

1. To seek the parent's permission to begin the Assess section of the SEND cycle.
2. To obtain information about the child from the parent's knowledge and experiences to contribute to a shared view of the child's needs and the best way of supporting them.
3. To familiarise parents with the SEND policy and the Special Educational Needs and Disability Information, Advice and Support Service. (SEND IASS)
4. To ensure parents are involved in the Plan and Review section of the cycle.

PROCEDURES FOR THE IDENTIFICATION, ASSESSMENT AND PROVISION OF SEND Pupils

The school promotes a graduated approach to identifying, assessing and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognizes that there is a continuum of SEND and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are **assessed against nationally set criteria** to check their progress across all areas of learning / subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and Support Staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.

A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make expected progress the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice.

Following assessment and Staff consultation a child's special needs are identified and the needs are recorded on the SEND Register. A **Long Term Support plan** is devised in collaboration with the class teacher. The Support Plan is discussed with parents and their children.

Teachers are supported by specialists from outside school who meet with parents and school staff for Review meetings at least annually, in addition to parental meetings.

INTERVENTION:

Intervention is carried out by the school and is '**additional to or different from**' the usual differentiated curriculum. It can take the form of:

- Using different learning materials in the class
- Making reasonable adjustments within the physical environment
- Making reasonable adjustments to routine
- Support Staff in the classroom
- A more focused level of support in a small group withdrawn from the class
- Focused work to be completed at home

This next stage is characterised by the school engaging with relevant external services. This is triggered when: .

1. A child continues not to make adequate progress
2. Continue working at levels substantially below that of a child of a similar age even when teaching approaches have been targeted on an identified area of weakness
3. Continues to have difficulty in developing Literacy and Numeracy skills
4. Has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme
5. Has sensory or physical needs and require specialist additional equipment or require regular advice or visits by a specialist service
6. Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
7. A child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school

For these children, the difference between their attainment and that of the other children is widening and this needs further investigation.

A request for support from **external services** is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

The external specialist may:

- Act in an advisory capacity to refine targets set but the school
- Provide additional assessment
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child

STATUTORY ASSESSMENT (EHC Plan (Education Health Care Plan) / Statement):

When a child is demonstrating a **significant** cause for concern or their learning need is more **complex** and **persistent** than can be met by the interventions already put in place an Education Health Care Plan will be considered. The EHC Plan incorporates all information about the child from birth. All parties involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel.

The Local Authority will need to have:

- information on the child's progress over time
- documentation in relation to the special educational need
- details of action taken by the school to meet child's special educational needs
- particulars of any social resources or arrangements put in place

This information includes where relevant:

- records of regular reviews any their outcomes
- health reports, including medical history where relevant
- national assessments levels and reports or records of progress compiled by the teachers
- educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- Report from other professionals involved with the child (Social Service, Educational welfare services. Health and Education services)

The views of the parent and child are sought. Parents may also make a Request for Statutory Assessment. They will need to contact the Parent Partnership Service at the Local Education Office to be advised of the way forward. If the school makes a Request for Statutory Assessment, parents can still access the Parent Partnership Services at any point in the process. The process is defined by a specific timescale and statutory procedures. All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child.

If the Moderation Panel agrees to the need for an '**Education Health Care Plan**', the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority.

Statements / EHC Plans are subject to annual review which will include parental views about the child's progress. Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews.

CHILDREN WITH DISABILITIES

Some children in our school have disabilities and need additional resources. The school is committed to providing an environment that allows these children access to all areas of learning. The designated points of entry for our school allow wheelchair access. The Reasonable Adjustments Duty for schools and education authorities includes a duty to provide auxiliary aides and services for disabled pupils. The Act extends to make reasonable adjustments to cover the provision of auxiliary aids and services for disabled pupils. It identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with Asthma or Diabetes for example may not have special educational needs but may still have rights under the Equality Act. We will assess each child as required and make the appropriate provision based on their identified needs.

RECORDING SYSTEM

Records are kept on each child. They are stored in either of two files: Profile Files (Non SEND) and SEND Files. These files are stored in the bottom drawer of the lockable filing cabinets in the school office and also all SEND documents are recorded on SIMS. Information on this can be found in the Red Information File. Once a child's individual need is identified it is recorded on the school's SEND register.

There is also a Medical List to enable staff to be kept informed of any medical information. This is updated by the admin staff in the main office. Care Plans and information from outside agencies will also be stored in the above files. General Learning Support and Intervention records are maintained, by Class Teachers, to chart children's progress.

RESOURCES

A wide range of materials is provided by the school in order to assist in drawing up a programme for a child with learning difficulties. These resources are distributed around the school. We encourage their efficient and effective use by raising awareness of availability of materials and matching resource to need.

ORGANISATION OF SUPPORT

Our inclusive approach to provision means that the majority of pupils have their needs met by accessing levelled planning that is used across the school to ensure that all lessons are appropriately differentiated.

The school adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories:

- a. Direct or indirect support in the classroom.
- b. Focused withdrawal support from the classroom.

We encourage emphasis being placed on learning within the normal peer groups. Although the needs of the pupils are considered individually they may not necessarily be supported individually.

PARTNERSHIPS

The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through termly consultations, Headteacher's letters, curriculum newsletters, annual reports, SEND reviews and informal discussions.

We endeavour to create positive links with our parents by operating an 'Open Door' policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings.

Initially, when a child's special needs are identified, a letter is sent home to parents raising awareness and inviting them into school to discuss this further. Parents are consulted regularly at the termly parental consultations and review discussions. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

SCHOOL AGENCY PARTNERS INCLUDE:

The involvement of specialists plays an important part in the very early identification of special educational needs and or disabilities, and in advising schools on effective provision designed to prevent the development of more significant needs. They act as consultants and are a source for in-service advice on learning and behaviour management strategies for all teachers. They also provide specialist assessments and advice for individual children. Formal assessments are requested with the parent's permission from other specialist agencies such as the Hearing Impaired Service, Speech and Language Service, Educational Psychology Service and Inclusion Service, CAMHS and any other agency that could offer support and advice.

If you would like to know more information about these services contact us on **01325 300339** or e-mail us at newtonaycliffestmarys@durhamlearning.net.

COMPLAINTS

We hope that complaints about SEND provision will be rare, however, if there should be a concern the process outlined in the school's Complaints Policy should be followed.

SCHOOL SEND OFFER

This can be found on our school website and provides information for parents on support and services available to pupils with SEND. It highlights the practices and procedures in place in our school.

TRANSITION

Excellent links with our feeder and transfer schools are very good due to our close liaison with these schools. Staffs from the schools which our pupils are transferring to are invited to all review meetings in the year prior to their end of Key Stage transition. This ensures that all Staff are aware of the needs of our pupils and can make adequate arrangements in readiness for the transition of our pupils. Staff from the Secondary Phase also spend time in our school with our school Staff familiarising themselves with individual needs. St Mary's also participates in the transition arrangements of our Secondary schools, which includes for some children a two week 'Transition Learning Project' based at the school which the child will be transferring to the following September.

COMMUNICATION WITH PARENTS

Communication between home and school will continue through their child's class teacher, during parents evening twice a year and the home school homework book.

PROVISION PLANS

Parents with children on the SEND Register will be involved in the planning and assessing of a child's provision. They will have the opportunity to discuss how they feel their child has progressed and be involved in the planning of the next stage of their support. A review meeting with the SENDCo will take place towards the end of each term.

INFORMAL MEETINGS

If parents urgently need to discuss any issues involving their child's education with the class teacher or the SENDCo they may contact the school by telephone or letter and we will arrange a meeting.

Parents and outside agencies are invited to attend formal reviews which are conducted in line with LA guidance.

DEVELOPMENT AND MONITORING OF SEND

The SENDCo along with the Head teacher and the SEND Governor are responsible for developing and monitoring the school's SEND provision.

The SENDCo will:

- Be point of reference to aid teachers with planning and will be responsible for updating the school's policy.
- Keep abreast of current developments and advise staff on amendments to their practice.
- Undertake regular termly monitoring as scheduled in the school's long term plan.
- Arrange training to accommodate the needs of staff.
- Monitor the progress of pupils on the SEND Register.

September 2016

To be reviewed: September 2017