

# SEND Policy



Through respect we will work together in Christ to develop the whole person

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All children have the right to be educated alongside their peers. At St. Matthew's Catholic Primary School we are fully committed to meeting the needs of those pupils with Special Educational Needs so far as is reasonably practicable and compatible with the provision of the efficient education of other pupils. In meeting these responsibilities, we have due regard to the SEN Code of Practice 2011 and the Disability Discrimination Act 2011.

Definition of Special Educational Needs at St. Matthews Catholic Primary School we follow the Special Educational Needs Code of Practice 2011 definition: "Children have Special Educational Needs if they have a learning difficulty, which calls for special educational provision to be made for them." Children have a learning difficulty if they: Have significantly greater difficulty in learning than the majority of children of the same age; or Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority.

Children should not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught. Special educational provision means educational provision that is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools in the area.

Principles and Values In providing for those pupils defined as having Special Educational Needs & Disabilities (SEND) at St. Matthew's Catholic Primary School we seek to:

- Ensure that all pupils are valued equally.
- Ensure that all pupils make progress.
- Work in close partnership with parents/carers and children.
- Ensure that Special Educational Needs are identified and assessed as early as possible.
- Ensure pupils' needs are met as soon as is practicable.
- Ensure that all children have access to a relevant, broad and balanced curriculum.
- Work proactively with the LA and other relevant agencies, including Social Services, parent support groups, psychologists and medical services, in identifying, assessing and meeting Special Educational Needs.
- Maintain and develop a range of expertise within the school.
- Monitor, review and evaluate policy and provision on a regular and systematic basis.

### **The Governing Body**

The Governing Body, with the Head Teacher and staff at St. Matthew's Catholic Primary School, has agreed this policy and the procedures for meeting the needs of those pupils with Special Educational Needs & Disabilities. The Governors determine the staffing and funding arrangements and generally oversee the school provision. The Governing Body through the SEND Governor, monitors the school's work closely on behalf of the children with SEN. The Governing Body reports annually to parents on the school's policy and provision for SEND.

The Governing Body of St. Matthew's Catholic Primary School endeavours to follow the guidelines as laid down in the Education Act 1966 and included in the Code of Practice 2001 in order to:

- Do its best to ensure that the necessary provision is made for any pupil who has Special Educational Needs or Disabilities
- Ensure that all teachers are aware of the importance of identifying and providing for those pupils who have Special Educational Needs or Disabilities
- Ensure that a pupil with Special Educational Needs or Disabilities joins in the activities of the school, together with pupils who do not have special needs, so far as is reasonably practical. This should be compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated, as well as the efficient use of resources.
- Report to parents on the implementation of the school's policy for pupils with special educational needs and disabilities
- To have regard to this Code of Practice when carrying out its duties toward all pupils with special educational needs and disabilities
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

### **Head Teacher**

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with Special Educational Needs and Disabilities. The Head Teacher will keep the Governing Body fully informed on Special Educational Needs issues. The Head Teacher will work closely with the Inclusion Manager and Team Leaders.

### **Inclusion Manager**

Mrs Rawnsley, with the Head Teacher, plays a key role in determining the strategic development of the SEND Policy and provision in the school in order to raise the achievement of children with SEND. The Inclusion Manager takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents and carers and other agencies. The Inclusion Manager provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with SEND.

Through analysis and assessment of children's needs and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the Inclusion Manager develops effective ways of overcoming barriers to learning and sustaining effective teaching. The Inclusion Manager collaborates with Curriculum Co-ordinators and Team Leaders so that the learning for all children is given equal priority.

At St. Matthew's Catholic Primary School the principle responsibilities for the Inclusion Manager include:

- Overseeing the day-to-day operation of the SEN policy

- Co-ordinating provision
- Liaising with and advising staff
- Managing specific learning support assistants
- Overseeing the records of all children with Special Educational Needs and Disabilities
- The administration of reviews, Pupil Profiles and SEND Register
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies, including the LA/other Advisory Body support and Educational Psychology Services, Health and Social Services and voluntary bodies.

At St. Matthew's Catholic Primary School we acknowledge the importance of this role and the time required for managing Special Educational Needs. The Inclusion Manager works 3.5 days per week and does not have responsibility for a class, time is spent on administration, monitoring and taking targeted groups.

#### **All teaching and Non-Teaching Staff**

All staff should be involved in the development of the school's SEND policy and be fully aware of the procedures for identifying, assessing and making provision for pupils with SEND. Class teachers are fully involved in providing for the needs of the children in their care, in writing Pupil Profiles and collecting additional information for the Inclusion Manager and other agencies. Class teachers are responsible for setting suitable learning challenges, responding to pupils' diverse needs, for overcoming potential barriers to learning and for monitoring progress. Learning Support Assistants are employed to support children (identified children in each cohort) with special needs, have appropriate responsibility for the child's specific needs during their time with that child. The LSA should liaise with the class teacher and Inclusion Manager on planning, pupil response and on progress. The Learning Support Assistants work with the class teacher to ensure tasks on the child's Pupil Profile are regularly monitored and reviewed each term.

At St. Matthew's Catholic Primary School we believe children are entitled to have their needs identified, assessed and addressed at the earliest possible stage. If the school is aware that a child has Special Educational Needs before they enter school, every effort will be made to liaise with the early education setting, other agencies and the parents to enable the school to develop a Play Plan/Pupil Profile and provide additional support if necessary and practicable.

The school will endeavour to:

- Use information from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child.
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class.
- Use assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.

- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that these form the basis for planning the next stages of learning (Assessments by SENISS given to relevant staff)
- Involve parents in developing and implementing a joint approach at home and in school. Record-keeping

At St. Matthew's Catholic Primary School, we acknowledge the importance of keeping records to meet the needs of individual pupils. The following procedures are followed:

- Class teachers have responsibility for keeping records of concerns, intervention and progress in the class.
- The Inclusion Manager is responsible for ensuring that comprehensive records are kept securely and available as needed.
- If the school refers a child for Statutory Assessment, a record of the child's work, including the resources or special arrangements already used are made available.
- On transfer to another educational establishment, the school provides full pupil records to the receiving school. Such records include all the information held by the Inclusion Manager, including Pupil Profiles and reports from EP, Health or SENISS (where appropriate).

### **Monitoring Children's Progress**

At St. Matthew's Catholic Primary School, the class teacher, who should keep records and provide differentiated work if appropriate, monitors the progress of all pupils throughout the school. Where the teacher is concerned about a child's progress, the following procedures should be followed.

In order to meet the needs of individual children and gain additional support from other agencies, it is necessary for the class teacher to monitor the progress of the pupil closely in the first instance, before providing a range of intervention strategies and support to meet the needs of the child. The child's parents should be kept informed of the teacher's concerns and be encouraged to contribute their knowledge and understanding of the child and raise any concerns they may have. Detailed records of observations, knowledge of a child's strengths and weaknesses, intervention strategies used and concerns expressed must be maintained. Using this evidence, the class teacher might come to feel that the strategies in use are not resulting in the child learning as effectively as possible. In these circumstances, the Inclusion Manager should be consulted. The starting point will be a review of the strategies used and the way these might be developed. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the class. The child's name will be placed on the school's Special Educational Needs Register. At this point, the school informs the child's parents that special educational provision is being sought for the child because the child may have SEND. (Either at parent's evenings or class teacher/Inclusion Manager meeting with parent)

### **Progress**

Where progress is not adequate, it is necessary to take some additional or different action to help the pupil learn more effectively. Whatever the level of pupils' difficulties the main 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 be progress that:

- Closes the attainment gap between the child and the peer group
- Prevents attainment gap growing wider
- Is similar to that of peers starting from the same baseline but less than that of the majority of the peer group
- Matches or betters, the child's previous progress
- Demonstrates an improvement in self-help, social or personal skills.

If a child's class teacher, in consultation with the parents concludes the child might need further support to make progress:

- The teacher should seek help from the Inclusion Manager (A concern sheet is filled out)
- The teacher, together with the Inclusion Manager, considers the reasons for concern, referring to any information already in school
- Additional information is sought from the parents
- The school liaises with other agencies if they are involved with the child
- The Inclusion Manager should take the lead in: assessing further the strengths and weaknesses of the child, planning future support for the child in discussion with colleagues, monitoring and reviewing subsequently the action taken
- The child's class teacher should remain responsible for working with the child on a daily basis, planning and delivering an individualised plan (pupil profile)
- Parents are always consulted and kept informed of the action taken to help the child and the outcome of this action
- The information collected about the child and details of extra help given should be incorporated in the child's records.

#### **Triggers for Intervention:**

The triggers for intervention may be that despite receiving differentiated learning opportunities, the child:

- Makes little progress even when the teaching approaches are targeted to areas of weakness
- Shows signs of difficulty in developing literacy and mathematical skills, which result in poor attainment in some curriculum areas.
- Presents persistent, emotional or behavioural difficulties that are not ameliorated by the school's behaviour management techniques
- Has sensory or physical problems and continues to make little or no progress despite the provision of a differentiated curriculum

## **Nature of Intervention**

It is St. Matthew's Catholic Primary School's responsibility at this stage to provide any support. The Inclusion Manager and the class teacher should decide on the action needed to help the child to make progress, consulting the Head Teacher if extra resources are required. Intervention strategies could include:

- Deployment of extra staff to enable one-to-one tuition (dependent on financial resources and staff availability)
- Provision of different learning materials or special equipment
- Staff development and training
- One-off or occasional advice from LA/SENNIS/outreach support

## **Pupil Profiles**

All children on the SEND Register are entitled to an Individual Education Plan or Pupil Profile. It is the responsibility of the child's class teacher to draw up and review the plan at this stage. Strategies employed to enable the child to make progress should include information about the short-term targets set for or by the child, the teaching strategies to be used, and the provision to be put in place, the review date, success and/or exit criteria and outcomes (recorded at the review) The Profile should record only what is different from or additional to, the differentiated curriculum. It should focus on 3 or 4 SMART targets.

Profiles are reviewed at least 3 times a year (one per term) though certain children might benefit from more frequent reviews. The review meeting should be organised by the class teacher. Parents are invited to the reviews and their views on the child's progress should be sought. Reviews could coincide with Parents Evenings. Where possible, the child should also take part in the review process and be involved in setting targets.

## **External Services**

The next stage in the SEN support and assessment process is when external services become involved. At a review meeting the school and parents might decide to request help from the external services. These consultants usually see the child in school, if practical, so that they can give advice to teachers with fresh targets and accompanying strategies. The support could include assessment and writing reports or advice. The kinds of advice and support vary according to the needs of the child.

Reasons for engaging external services could be that despite receiving an individual programme and/or concentrated support under School Action, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties that interfere, substantially and regularly with the child's own learning, or that of the class group, despite having an Individual Behaviour Management Programme

Has sensory or physical needs and requires specialist equipment or regular advice or visits by a specialist service

- Has a continuing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The Special Educational Needs of the majority of children in St. Matthew's Catholic Primary School should be met effectively through school intervention. However, in a small number of cases, where the child remains a significant cause for concern the school will ask the LA for a Statutory Assessment.

Statutory Assessment constitutes consideration by the LA, working cooperatively with parents, the child's school and as appropriate other agencies, to decide whether a Statutory Assessment of the child's educational needs is necessary. If so, the assessment is conducted in close collaboration with the parents, school and other agencies. The school is aware that Statutory Assessment does not always lead to an Education & Health Care Plan (EHCP). The LA/other Advisory Body seeks evidence from the school that strategies and programmes implemented over a period of time have been unsuccessful. The LA needs information about the child's progress over time and clear documentation on the child's Special Educational Needs and the action taken to deal with these needs.

If the LA services, in particular the Educational Psychologist, have been involved previously, the LA should be able to make a decision relatively quickly on whether a Statutory Assessment is necessary. In the meantime – and whilst any assessment is being made – the child should be supported through their Pupil Profiles.

#### EHC Plans

When the LA/other Advisory Body has completed its assessment of a child, it will decide whether to issue an EHCP. The EHCP should specify clearly the provision necessary to meet the needs of the child. St. Matthew's Catholic Primary School endeavours to provide education in line with the recommendations, including appropriate facilities and equipment, staffing arrangements and curriculum, any modifications to the application of the National Curriculum and any appropriate exclusions from the application of the National Curriculum and changes needed to maintain a broad and balanced curriculum. All children with an EHCP should have short-term targets set out in a Pupil Profile.

At St Matthew's Catholic Primary School, Pupil Profiles for pupils with EHCPs are supported by the Inclusion Manager, with support from the external agencies and the class teacher. Where the LA declines to provide an EHCP the school can request a reassessment after 6 months. Parents, too, have a right of appeal against the decision to the SEN tribunal.

All EHCPs must be reviewed at least annually, when parents, the LA, the school and other professionals involved, consider the progress the pupil has made over the previous twelve months and whether any amendments need to be made to the Special Educational Provision. The timing of the review should reflect the circumstances of the child, for example, if leaving primary school.

The purposes of the review are:

- To assess the child's progress towards meeting the objectives specified in the EHCP
- In the case of the first annual review, to assess the child's progress towards the targets in the Pupil Profile.

- To review the special provision made for the child
- To consider the appropriateness of the Statement in the light of the child's performance
- To consider if the EHCP is to be maintained.

#### Annual Review Procedures

At St. Matthew's catholic Primary School, the Head Teacher has delegated responsibility for the administration of Annual Reviews to the Inclusion Manager. The Head Teacher assists with reviews where appropriate. The LA notifies the school at the start of each term with a list of those children who will require an annual review that term.

- The Inclusion Manager and Head Teacher should provide the LA with a report following each annual review.
- The Inclusion Manager/Head seeks written advice from: the child's parents, anyone specified by the authority, anyone else the Inclusion Manager/Head considers appropriate.

The Inclusion Manager circulates a copy of all advice received to those invited to the meeting, at least two weeks in advance.

- The school's advice should contain commentary on:
  - The child's progress towards meeting
  - The application of the National Curriculum
  - The progress in behaviour and attitude towards learning
  - The continued appropriateness of the EHCP

The review meeting will normally be arranged in the school and should be chaired by the Inclusion Manager. The Inclusion Manager will convene the meeting, inviting the child's parents/care (parents should be encouraged to attend and contribute their views), a relevant class teacher, a representative of the LA, any person whom the LA/other Advisory Body considers appropriate and any other person whom the Head Teacher thinks appropriate. Wherever possible, all pupils at St. Mathew's Catholic Primary School will be included in one of the following ways:- A: Written statement B: Discussion with Parents/Inclusion Manager/Class teacher. Agenda items should consider:

- Whether the EHC Plan will remain
- Whether any amendments are required
- Whether the LA/other Advisory Body maintain the EHCP
- Any new targets to meet the objectives set out in the Statement
- Whether any additions or amendments should be made to an existing transition plan.

When organising the annual reviews, St. Matthew's Catholic Primary School will consider the following points before the child's transfer to Secondary school:

- The move to Secondary school will be considered in the review in Year 5.

- In most cases, it is possible in the Year 5 review to give clear recommendations on the type of provision the child will require at Secondary stage.
- Parents will be encouraged to visit the Secondary schools to consider the options available to them.
- If the options are not clear, an interim review will be held early in the Autumn Term of Year 6.
- The child's EHCP should be amended by the end of March of the year of transfer, in light of the recommendations of the annual review,
- All the arrangements for a child's placement should, therefore be completed no later than the end of March before transfer.
- It is important for placements to be finalised as early as possible in order for advance arrangements to be made.
- The Inclusion Manager of the receiving school will be invited to the final annual review. Further advice on the annual review process can be found in the Code of Practice and the SEN Toolkit.

### **Funding**

Resources Funding for SEN is received through the LA/other Advisory Body/Funding Authority budget and from the Standards Fund. The budget is used to provide teaching, specialist support assistants and materials for the individual children. Funding for administration, teaching assistants, other agencies and materials, is provided by the school budget and /or the Special Needs element of the school budget.

Some children may be in receipt of High Needs Funding. This is applied for annually and the Inclusion Manager sets out a costed provision map detailing the needs of the child and how the additional funding will be spent.

The Standards Fund Special Needs element is spent on training/service level (SENISS) agreements/assessments/pupils support. SEN funding is reviewed annually, included in the School Development Fund and reported to parents in the Governors' Report and including in the School Development Plan. The Inclusion Manager maintains detailed records of all pupils on the Special Needs Register. All teaching staff have a Special Needs File containing copies of the SEN Policy, SEN Register, copies of Pupil Profiles for their children and other relevant information. This file is made available to all teaching/support staff/supply teachers working with the children. A teacher's resource file is stored in each class for easy access for all teachers and assistants. This file contains information relating to the nature of various types of Special Educational Needs, the symptoms expressed and strategies for providing for the need. There are lists of contact addresses for support agencies. The file also includes names of contacts with the LA/other Advisory Body support services so that the work on behalf of a pupil with SEND can continue in the absence of the Inclusion Manager. St. Matthew's Catholic Primary School has acquired a range of resources to support those pupils with SEN. These can be found in the SEN office/intervention room.

St. Matthew's Catholic Primary School has a duty to prepare an Accessibility Plan for disabled pupils in order to increase the extent to which disabled pupils can participate in the Curriculum and increase the physical accessibility of school premises for disabled pupils. The Accessibility Plan will be reviewed annually and included in the Governors' Report.

## **Evaluation**

This policy will be the subject of continuous review by the Head Teacher, Inclusion Manager, SEN Governor, teaching and non-teaching staff. It will be an agenda item on the full Parent/Governors' Meeting in October each year, from which the annual report to parents on SEND will have been written. The school might, from time to time, set specific targets against which the success of particular aspects of the policy can be measured.

## **Complaints Procedures**

In the first instance, parents' complaints about the provision or organisation of SEN are dealt with through the procedures outlined in the Whole School Complaints Policy. If there continues to be a disagreement with regard to the SEND provision, the LA/other Advisory Body should make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements between the parents and the school. Parents have a right to appeal to a SEN tribunal at any stage.

More detailed information can be found in the Code of Practice 2011.