



St. Mary's Catholic Primary School, Bodmin



Special Educational Needs and Disabilities Policy 2018-2019

***“We are St Mary’s: We like each other; we help each other;
We forgive each other. Love above all.”***

COMPLIANCE

This policy complies with the statutory requirement laid out in the 2014 SEND Code of Practice 0-25. This policy was created by the SENDCO with the SEND Governor, in liaison with the Senior Leadership Team (SLT).

This policy links with our policies on:

- **Gender and Disability Equality**
- **School Accessibility**
- **Confidentiality**
- **Bullying and Harassment.**

SECTION 1

Introduction

The ‘responsible person’ for SEND is Mrs Alison McDonald (Head Teacher) – head@st-marys-bod.cornwall.sch.uk

The person co-ordinating the day to day provision of educations for pupils with special educational needs and disabilities is Mrs Alison McDonald (SENDCO) – head@st-marys-bod.cornwall.sch.uk. Mrs McDonald will be supported by Mrs Langton, both hold the National Award for SEN.

The named governor for SEND is Mrs J. Bond. To contact Mrs Bond, please email the school at secretary@st-marys-bod.cornwall.sch.uk. The SENDCO and the SEND governor meet once a term and minutes of the meetings are recorded. The SEND governor reports to the Governing Body and the SENDCO report is presented to the Governing Body via the Head Teacher.

All the teachers in the school are teachers of children with SEND. As such, St Mary’s Catholic Primary School adopts a ‘whole school’ approach to SEND which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial.

The school operates an equal opportunities policy for children with SEND, affording them the same rights as other children. This includes both those children with Statements of SEND or Education, Health and Care Plans – EHCPs and those others with less severe problems. Please refer to the Gender and Disability Equality Policy.

The school aims to identify, support and provide for pupils with SEND and additional needs as early as possible, and encourages such pupils to develop their confidence and build their self-esteem. The school aims to provide appropriate support, advice and training for all staff.

SECTION 2

Identifying SEND

Children have a Special Educational Need if they have significant problems with learning, or if they have a disability which prevents them from accessing the range of experiences on offer compared with their age group. The Code of Practice 2014 sets out four broad areas of need:

- **Cognition and Learning**
- **Communication and Interaction**
- **Social, Mental and Emotional Health**
- **Sensory and Physical**

The school uses these areas of identification in order to work out what action to take. It does not use them to fit a child into a category. At St Mary's Catholic Primary School we consider the needs of the whole child.

The school recognises that there are other needs or circumstances that may impact on the progress and attainment of a pupil, but which are not SEND:

- Disability or medical condition (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman / Servicewoman

The school recognises that identifying behaviour as a need is not an acceptable way of describing SEND. Any concerns relating to a pupil's behaviour will be described as an underlying response to a need which the class teacher (with support from the SENDCO where needed) will recognise and identify.

SECTION 3

'Quality First Teaching' For All Pupils

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND, and the school recognises that additional intervention and support cannot compensate for a lack of good quality teaching.

The National Curriculum will be made available for all pupils. Where pupils have SEND, a graduated response will be adopted. The school will make full use of classroom and school resources before drawing on external support.

There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts. Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

St Mary's Catholic Primary School regularly and carefully reviews the quality of teaching and learning for all pupils through lesson observations, work scrutiny, pupil conferencing and learning walks. This

includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Internal half-termly pupil progress meetings with the Senior Leadership Team (SLT) provide a regular opportunity for teachers' discussion of all pupils' progress (including those on all stages of SEND Support) and their areas of strength and difficulty. For children with SEND, the SENDCO is involved annually.

Records will be kept by the class teacher detailing the provision put in place for the pupils with SEND and their progress towards intended outcomes. Provision Mapping supports the school's **ASSESS – PLAN – DO – REVIEW** cycle of support for such pupils. It is a working document and is reviewed and updated at least half-termly, and provision amended accordingly.

Children who make appropriate progress can be removed from the SEND Record of Need.

The school has a range of strategies and provisions used to support pupils, as detailed in the school's contribution to the Local Offer. This is available on our website.

SECTION 4

A Graduated Approach to SEND Support

'On Alert and SEND Support'

After receiving 'quality first teaching' through a differentiated curriculum, if a pupil fails to make progress, the class teacher and SENDCO will place the pupil 'On Alert'. The class teacher will meet with parents and pupils to explain what it means to be placed 'On Alert' and ask for their views and ideas to help with the implementation of appropriate support.

The 'On Alert' stage will be used as an opportunity for further investigation into the pupil's needs and difficulties. The list of 'On Alert' pupils will be reviewed by the SENDCO and class teachers at least termly, to ensure that pupils are being monitored regularly.

'SEND Support +'

If an 'On Alert' pupil is continuing to fail to make progress despite the school taking the action outlined and monitoring them through the ASSESS – PLAN – DO – REVIEW cycle, and if the school have gathered sufficient evidence to show that the pupil has significant SEND in one or more of the four areas identified in the Code of Practice 2014, he / she will be placed on the SEND Record of Need at 'SEND Support'.

Before making the decision to place a pupil at 'SEND Support +', the class teacher and SENDCO will consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. Again, pupils and parents will be consulted about the pupil moving into the 'SEND Support' category. Any additional support will be included on the Provision Maps and their progress evaluated.

The school may need to draw on more specialised assessments, advice and guidance from external agencies and professionals. Parents will be consulted before external agencies are involved. If two or more agencies or professionals are involved, a pupil is eligible for 'Team Around the Child' (TAC) meetings to provide a coordinated approach.

'Statements of SEND' and 'EHCPs'

If progress is still not achieved despite 'SEND Support', the child may be assessed bearing in mind the County criteria with a view to initiating a statutory assessment of SEND under the 1996 Education Act. The appropriate forms will be used for recording and referral as necessary. This is usually requested by the school, but can be requested by parents.

SECTION 5

Resources

There are allocated funds to meet the needs of all pupils with SEND, including those with Statements or EHCPs. These funds are spent on Teaching Assistants and resources to support those children with SEND in the classroom. This is reviewed annually.

SECTION 6

Working with Parents

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have SEND where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the SEND experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained.

Working with Pupils

The school will work to ensure that pupils are fully aware of their individual needs and targets. Steps will be taken to involve pupils in decisions.

SECTION 7

Complaints

Parents should communicate, in writing, to the Head teacher in the first instance, any complaints they may have regarding SEND provision. The Head teacher will respond to any complaints as quickly as possible but certainly within 14 working days. If the complaint is not dealt with satisfactorily, the complaint should be put in writing to the Chair of Governors, c/o the school.

This policy will be kept under regular review.

To be reviewed September 2019