



St Mary's Catholic Primary School

Policy on Special Educational Needs and Disability (SEND)

1 Introduction

- 1.1 This policy was reviewed and updated in October 2019 in line with the revised Special Educational Needs and Disability Code of Practice June 2014.
- 1.2 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.
- 1.3 Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.
- 1.4 This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the learning difficulty experienced by the child.
- 1.5 The Disability Discrimination Act 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 Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

2 Aims and objectives

- 2.1 The aims and objectives 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, assessed and provided for;
 - 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 all children to have full access to all elements of the school curriculum;
 - to ensure that parents or carers are able to play their part in supporting their child's education.

3 Educational inclusion

- 3.1 In our school, we aim to offer excellence to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:
 - have different educational and behavioural needs and aspirations;
 - require different strategies for learning;
 - acquire, assimilate and communicate information at different rates;

- need a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Special educational needs

4.1 Children with special educational needs have learning difficulties that call for special provision to be made. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

4.2 Many of the children who join us have already been in early education. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

4.3 If our assessments show that a child may have a learning difficulty the first response is high quality teaching targeted at their areas of need. Where progress continues to be less than expected the class teacher, working with the SENDCo, will assess whether the child has SEND. Outside agencies will be involved where appropriate. The gathering of evidence (including the views of the pupil and their parents) will not delay rigorous interventions designed to secure better progress.

4.4 If a child is assessed as needing SEND support then Support Plans will be drawn up by the class teacher with support from the SENDCo as required and discussed with parents. Pupils' views will be part of this process and form an individual a pupil profile. The SENDCo will support these meetings and provide guidance.

4.5 If the Support Plan identifies that support is needed from outside services, we will keep parents informed of developments. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those previously used. External support services may provide additional information for the child's next Support Plan.

4.6 If the child continues to demonstrate significant cause for concern, a request for statutory assessment for an Education and Health Care Plan (EHCP) will be made to the LA. A range of written evidence about the child will support the request.

4.7 In our school, the SENDCo:

- manages the day-to-day operation of the policy;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;

- acts as support and guide in Support Plan meetings;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision, and reports to the governing body;
- contributes to the professional development of all staff.

5 The role of the governing body

- 5.1 The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
- 5.2 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children.
- 5.3 The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the headteacher. The headteacher ensures that all those who teach a pupil with an Education Health Care Plan are aware of the nature of the plan.

The Governor with responsibility for SEND is **XXXXXX**

- 5.4 The SEN Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

6 Allocation of resources

- 6.1 The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHC plans.
- 6.2 The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- 6.3 The headteacher and the SENDCo meet annually to agree on how to use funds directly related to EHC plans. The SENDCo draws up the resources bid when the school is planning for the next Single Integrated Development Plan (SIDP).

7 Assessment

- 7.1 Early identification is vital. The class teacher informs the parents or carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 7.2 The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
- 7.3 The SENDCo works closely with parents/carers and teachers to plan an appropriate programme of support.
- 7.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- 7.5 The LA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.

8 Access to the curriculum

- 8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

8.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

8.3 By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children assessed as SEND support will have personal support plans.

8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

9 Partnership with parents and carers

9.1 The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers. The home–school agreement is central to this. Parents and carers have much to contribute to our support for children with special educational needs.

9.2 The school website has details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a particular interest in special needs and is always willing to talk to parents and carers.

9.3 We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

10 Pupil participation

10.1 In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages.

11 Monitoring and review

11.1 The SENDCo monitors the movement of children within the SEND system in school. The SENDCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

11.2 The SENDCo is involved in supporting teachers involved in drawing up Support Plans for children. The SENDCo and the headteacher hold regular meetings to review the work of the school in this area.

11.3 The governing body reviews this policy annually.

Rachel Goodwin SENDCo

Reviewed October 2021

Review Date October 2022

Signed

SENDCo

Headteacher

SEN Governor