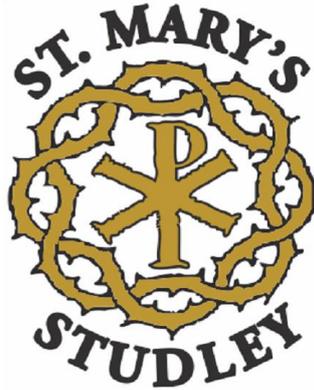


**ST. MARY'S CATHOLIC PRIMARY SCHOOL,
STUDLEY**



**Special Educational Needs & Disability
(SEND) Policy**

Headteacher

O. Finnegan

Chair of Governors

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AIMS

Every child is a unique gift from God with his or her own unique qualities. With this in mind, we believe that all children are special.

St Mary's believes that all children should be entitled to, and have access to, a broad and balanced curriculum. Children with special educational needs must be identified and assessed at the earliest opportunity, and as thoroughly as possible, so that an individual programme of work may be organised, if necessary, or adaptations to the building, classroom or curriculum may be made.

All children are of equal value and have equal entitlement to a full range of curricular experiences and opportunities.

That is not to say that all children are the same, for as Warnock (1978) states:

“The purpose of education for all children is the same, the goals are the same. But the help that individual children need in progress towards them will be different.”

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

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:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a disability which 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 education authority
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must 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 will be taught.

Special education provision means:

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
- (b) for children under two, educational provision of any kind.

See Section 312, Education Act 1996

DEFINITIONS IN THE CHILDREN ACT 1989 AND THE DISABILITY DISCRIMINATION ACT 1995

A child is disabled if he is blind, deaf, or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

Section 17 (11), Children Act 1989

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

Section 1 (1), Disability Discrimination Act 1995

The New SEN Code of Practice in 2014 did not alter the definition of SEN. SEN is now SEND.

FUNDAMENTAL PRINCIPLES

- a child with special educational needs should have their needs met
- the special educational needs of children will normally be met in mainstream schools or settings
- the views of the child should be sought and taken into account
- parents have a vital role to play in supporting their child's education
- children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

OBJECTIVES

1. To provide a support system for pupils with SEND whilst having regard for national legislation and local guidelines.
2. To provide a framework which will identify, support, assess and provide for pupils with SEND.
3. Views of the pupil should be sought and taken into account and their contributions valued.
4. Views of the parents should be taken into account and parents encouraged to become active partners in their child's learning. Their contribution should be valued.
5. To share relevant SEND information with staff whilst using their skills and knowledge to set appropriate targets. All teachers are responsible for special needs.

- i. "All teachers are teachers of pupils with special educational needs. Teaching such pupils is therefore a whole-school responsibility, requiring a whole-school response."

(SEND Code of Practice 6:2, p59)

6. To make clear the expectations of all partners in the process.
7. To enable all children to have full access to all elements of the school curriculum and not to be treated less favourably than other pupils because of their SEND.

SCHOOL'S ADMISSION AND INCLUSION

- Pupils with special educational needs will be considered as part of the normal admissions procedures.

In our school, we aim to offer excellence and choice 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.

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.

Gifted and talented children with special educational needs are given opportunities to extend their skills. The G & T Co-ordinator is informed of their ability. Parents are informed.

PUPIL PARTICIPATION

“Children who are capable of forming views have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.”

Articles 12 and 13, The United Nations Conventions on the right of the child.

Pupils should be encouraged to participate in decision-making processes, and know that their views are valued. This should include:

- ◆ Setting learning goals and contributing to their learning plan at an age appropriate level.
- ◆ Sharing their success.
- ◆ Discussions about choice of secondary school.
- ◆ Contributing to the assessment of their needs.
- ◆ Contributing to the Annual Review for children with Education, Health, Care Plans.
- ◆ Being involved in transition planning for a new school.

WORKING IN PARTNERSHIP WITH PARENTS

Parents are encouraged to be involved at every stage of the identification and review process and can contact the Special Educational Needs Co-ordinator (SENCO) whenever they feel the need. We encourage an active partnership through an ongoing dialogue.

The school will inform parents when they first identify that their child has special educational needs.

The SENCO attends each parents evening termly.

Parents are invited to contribute to the individual education planning and review process. Parents will be invited to annual reviews and transition meetings of pupils who have an Education, Health, Care Plan.

A Partnership with Parents Group has emerged in Warwickshire, providing a forum for parents to discuss any relevant SEND issues. www.family-action.org.uk/what-we-do/children-families/sendias/warwickshire-parent-partnership-service

A named governor takes a particular interest in special needs and is always willing to talk to parents or carers. Our named governor is Mrs Sarah Coyne.

We inform parents/carers of any outside intervention and share the process of decision making.

THE ROLE OF THE GOVERNING BODY

The governing body has due regard to the new Code of Practice (2014) when carrying out its duties toward all pupils with special educational needs.

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. They consult the LA and other schools, when appropriate, and report annually to parents and carers on the success of the school's policy for children with special educational needs. The governing body ensures that parents or carers are notified of any decision by the school that SEND provision is to be made for their child.

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 statement.

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

IDENTIFICATION, ASSESSMENT AND PROVISION

- A small number of pupils with special needs have been identified by the time they reach St Mary's. Contact with nurseries/pre-school groups is encouraged wherever possible.
- Information is also received from parents when children first enter St Mary's.

- After admission, identification is made by class teachers, initially, followed by assessments by the SENCO, Educational Psychologist, School Nurse or Doctor, representative from STS (Specialist Teaching Service or other outside agency where appropriate).
- Parents/carers are informed at the earliest opportunity.

This information is used to compile the SEND register.

Programmes of provision are then compiled and delivered, according to the needs of the individual pupil. Teacher planning should be flexible, so as to recognise the needs of all pupils as individuals, and to ensure progression, relevance and differentiation.

All provision will be co-ordinated by the SENCO.

All pupils are continually assessed using the structure within the National Curriculum framework and using the school's normal assessment procedures as laid down in the school's assessment policy.

The LA seeks a range of advice before making a formal statement of educational need. The needs of the child are considered to be paramount in this.

Initially provision will be provided by school for pupils with SEND. This is provided within the school's own resources and systems for SEND support. This support is **additional** to normal differentiated work within the classroom.

Where deemed necessary pupils will receive an increased level of support. This will include specialist advice and/or input which the school is unable to provide within its own resources.

Education, Health, Care Plans

Exist for pupils who have a high level of need.

INDIVIDUAL EDUCATION PLAN (IEP)

The IEP should only record that which is **additional** or **different** from the differentiated curriculum plan which is in place as part of provision for all children. The IEP will have measurable short-term targets that are reviewed and updated twice yearly. This is appropriate for some children with SEND. Others may need a provision document. Others may just have the targets as set for the rest of the class or a combination of the above.

ANNUAL REVIEWS

All EHC Plans will be renewed annually to monitor progress and consider any amendments necessary to the support being provided. The views of the pupils, parents, the school and other professionals working with the child will be included. Copies of annual review reports will be sent to the L.E.A. with any recommendations for change.

TRANSITION PLANS

Year 6 Annual Reviews of EHC Plans will take place in the year before the transfer, in accordance with L.E.A. guidance. A school transfer meeting will take place in the Summer Term preceding the transfer in September. The Year 5 pupil, his/her parents, external agencies and the SENCO from the child's chosen secondary school will be invited to the meeting. Children who currently have statements will transfer to an EHC Plan at their transition review in Year 6.

INCLUSION

Pupils attending St Mary's will be as far as possible included in all mainstream curricular activities. This may require classroom support, but we continue to work towards our goal of inclusion, both inside and outside the classroom environment.

LINKS WITH PRE-SCHOOLS AND SECONDARY SCHOOLS, ETC.

Links with other schools are made through:-

- Links with other SENCO from pre-school/nursery groups, other primary schools when a child transfers to St Mary's from another primary school or vice-versa, or secondary schools where SEND pupils are moving to for Year 7.
- Annual Review and school transfer meetings for Year 5/6 pupils.

LINKS WITH EXTERNAL AGENCIES

St Mary's uses many of the external agencies available to us:

- 1) the school doctor and nurse support all medical aspects, and the school nurse holds regular health interviews with pupils.
- 2) the Educational Psychologist meets with the SENCO once a term and offers support and advice on many SEND issues. She/he also interviews pupils in relation to SEND /EHC plans, and observes pupils where there is concern, but his/her main role is that of advice.
- 3) STS service provides advice on all aspects of SEND. The school benefits from advice, intervention and training through these services.
- 4) The SENCO, Headteacher and Deputy Headteacher have had CAF training - now called Early Help.

ALLOCATION OF RESOURCES

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Headteacher and the SENCO meet annually to agree on how to use funds directly related to EHC Plans.

The SENCO 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 statements of special educational needs/EHC Plans.

MONITORING THE POLICY

The governing body will report to parents annually on the school's policy on SEND.

The success of the policy will be measured by:

- the awareness of teaching and non-teaching staff about pupils who have special educational needs. The SENCO supports teachers involved in drawing up plans for SEND children.
- the effective use of differentiated work to enable pupils with SEND to access the curriculum.
- effective in-class support from the teaching assistants.
- pupils achieving IEP targets.
- pupils making progress in subject assessments.
- greater participation from pupils and parents in monitoring progress and planning for the future.
- pupils being prepared for secondary school education.
- the quality of SEND provision is continually monitored. Outcomes for individuals monitored by progress and well-being not just academic results. The SENCO is responsible for this monitoring.
- The SENCO and Headteacher hold weekly meetings to review the work of the school in the area of special needs.
- The SENCO and the named governor with responsibility for special needs hold termly meetings.
- The governing body reviews this policy annually and considers any amendments in the light of the review.

ROLES AND RESPONSIBILITIES FOR S.E.N.D. WITHIN THE SCHOOL

- a) The SENCO, working closely with other teaching staff, has responsibility for the day-to-day operation of the school's SEND Policy and for co-ordinating provision for pupils with special educational needs.

The SENCO is Mrs Helen Tyrrell, and she can be contacted at St Mary's at any time to discuss any matter relating to special educational needs.

She is responsible for:

- ◆ The day to day operation of the school's SEND policy.
 - ◆ Liaising with and advising fellow teachers.
 - ◆ Co-ordinating provision for children with special educational needs and monitoring progress.
 - ◆ Assessing and identifying pupils with special educational needs.
 - ◆ Maintaining the school's SEND register and overseeing the records of all pupils with special educational needs.
 - ◆ Liaising with parents of children with special educational needs.
 - ◆ Liaising and working with pastoral staff to support pupils with special educational needs in accordance with the school's pastoral policy.
 - ◆ Liaising with external agencies including the Educational Psychology Service, and other support agencies, Health and Social Services and LEAs.
 - ◆ Liaising with secondary schools on the transfer of pupils with special needs
 - ◆ Contributing to the in-service training of staff.
 - ◆ Assisting in the management of learning support assistants, together with the headteacher and other staff.
 - ◆ Monitoring and evaluating the special needs provision and reporting to governing body.
 - ◆ Managing resources both human and material to enable provision to be made.
- b) All teaching and non-teaching staff should be involved in the development of the school's SEND policy, and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs.
- c) The Governing Body (see page 7)