



**The Federation of St Mary's Priory Catholic
Infant and Junior Schools**

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

**Update on September 2016
Approved by Full governing body on:**

**Signed: *Mrs Florence Collins* (Head teacher)
Dated: 05.09.16**

To be reviewed annually by the School's Governing Body

SEN Policy - May 2016

Our school have reviewed this policy to meet the new requirements for Special needs and Disability (SEND) in line with the new SEND code of Practice which has been effective since 1st September 2014.

The Inclusion Manager is Ciara Neli who can be contacted via the school office. Mrs Neli is also a member of the senior leadership team and Assistant Head.

The SEN team consists of various special needs assistants (usually working 1:1 with children), higher level teaching assistants (can vary each year) and a school counsellor (working each Friday).

The special needs governor is Sister Eugenia and can be contacted via the school office.

MISSION STATEMENT

At St. Mary's Priory Catholic Infant and Junior Schools we strive to develop a happy, caring, healthy and secure learning environment. We seek to understand, celebrate and enhance the diversity of our community. In this calling we are encouraged by Christ as our centre and Mary as our mother.

Our Mission is:

- To love one another as Mary loves Jesus and Jesus loves us
- To do our best always
- To take care of ourselves and the world God has given us

OUR VISION

Our vision is to inspire our children:

- to be people of faith, hope and love
- to become confident, independent learners for life
- to keep safe, be strong and make a positive contribution to society

Definition

The Children and Families Act 2014 section 20 defines when a child or young person has a special educational need (SEN). This is when they either have a learning difficulty or disability and they need to have special educational provision (SEP) put in place for them. This may mean that a pupil has a

significantly greater difficulty in learning than the majority of pupils of the same age in Haringey schools, or a disability that makes it hard for them to access facilities within the school. Special educational provision means provision that is additional to or otherwise different from that which is made generally for pupils of the same age in other schools maintained by the Local Authority.

Aims

We at St Marys Catholic Schools believe that each pupil has individual and unique needs. We believe that all children have an entitlement to a broad and balanced curriculum and to be fully included in all aspects of school life. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. St Marys Catholic Schools aim to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.

In particular, we aim:

- to work with the guidance provided in the new SEND code of Practice 2014 and ensure that this is implemented effectively across the school
- to ensure equality of opportunity for all children including those with Special Educational Needs
- to promote individual confidence and a positive attitude
- to ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates progression in learning
- to provide additional specific input matched to individual needs for those pupils who have special educational needs or a or with a EHC plan (Education, health and care plan)
- to regularly assess, plan, do, and review pupils' progress and needs and to provide the appropriate support as early as possible
- to enable children to become well equipped in the basic skills of literacy, numeracy and social independence in readiness for secondary school
- to ensure that pupils with SEN are viewed positively by all members of the school community and that SEN provision is positively valued and accessed by all members of staff as well as parents/carers

- to involve parents/carers in planning and supporting at all stages of their pupil's development
- to work collaboratively with parents, other professionals and support services
- to ensure that the responsibility held by all staff and governors for SEN is implemented and maintained Special Educational Needs is considered through Equal Opportunities in all school policies.

Identification of special needs

A child will be identified as having special educational needs if they have:

- Significantly greater difficulties with their learning compared with the majority of children of the same age
- An emotional and / or behavioural difficulty
- A disability that prevents or hinders their effective use of the schools resources and facilities

The four main areas of special educational needs

- Special educational needs and provision can be considered as falling under four broad areas
- Communication and interaction
 - Speech, language and communication needs (SLCN)
 - Autistic spectrum disorder (ASD)

Children will not be regarded as having special educational needs because the language of their home is different o the language in which they are taught.

- Cognition and learning
 - Specific learning difficulty (SpLD) eg: dyslexia, dyscalculia and dyspraxia
 - Moderate learning difficulty (MLD)
 - Severe learning difficulty (SLD)
 - Profound and multiple learning difficulty (PMLD)
- Social, mental and emotional health
 - Social and emotional difficulties appear through a child becoming withdrawn or isolated. They can also start to display challenging, disruptive or aggressive behaviour. These behaviours may be a symptom of anxiety, depression, self-harming, substance misuse and eating disorders.

- Sensory and/or physical
 - Visual impairment (VI)
 - Hearing Impairment (HI)
 - Multi-sensory Impairment (MSI)
 - Physical Disability (PD)

The graduated approach

St Mary's follow a rigorous assessment cycle which assesses and records the progress of the children every term. Following the assessments, achievement is analysed and measured, and discussed in detail at the termly pupil progress meetings. At these meetings children who are continually not making satisfactory progress will be discussed and possibly identified as having a special educational need.

Teachers are responsible and accountable for the progress and development of children in their class, including children who receive additional support from a teaching assistant or specialist staff. All staff are responsible for identifying children with special needs and they work alongside the SENCo to ensure that they are identified at an early stage. Staff are encouraged to fill in an initial concern form, which is then passed on to the SENCo, who will then explore the matter further. It will then be discussed with parents before any decision is made.

Concerns raised at pupil progress meetings, and on initial concern forms, will also be discussed with parents, and if they are in agreement then the child will be added to the school's SEN support register and offered additional support. This is only after certain questions are answered on the initial concern form:

- What has been put in place before - has quality first teaching taken place?
- What adjustments have been made in class/during lessons to cater for the child's needs?
- Are they still failing to make adequate progress been after all of this?

The graduated support follows the steps:

1. **Registering a concern**
2. **SEN support - Quality first teaching (Differentiation) in the classroom**

3. **SEN support - outside agencies will be involved**
4. **Statutory assessment - which may lead to an Education, Health and Care plan**

This may be a short term measure in order for them to catch up and close the gaps in their learning. For other children it will be a more sustained form of support throughout their education.

In order to support these children, staff will follow the process of *assess, plan, do* and *review*. Staff will plan the support, put it in place and it will then be reviewed at the next IEP (Individual Education Plan) meeting. Children on the SEN support register will have an IEP and this will be reviewed each term, by the class teacher, SENCo and parent/guardian. If significant progress is then made over time, it may be agreed that the child is removed. However, if a child continues to be a cause for concern, despite SEN support, the school, in agreement with parents/guardians, will fill in a single-agency referral form in order to receive specialist advice and support.

SEN support

Teachers use Quality first teaching (differentiating work to suit the needs of all learners) to support children with special needs in class. Most needs will be met in class but others will be met during targeted intervention groups, focusing on the gaps in their learning.

Additional support/strategies make include one or more of the following:

- Targeted support in class
- Additional or adapted resources to assist in lessons
- Alternative methods of recording
- Additional behaviour management strategies/techniques
- Visual resources / structured aids
- Extra reading time
- Weekly counselling sessions
- Home/school liaison
- Smaller intervention groups

When all of the above strategies are used and not impacting to help the child to make sufficient progress, the single referral form will be completed to be able to access one of the following outside agencies:

- Educational Welfare Officer
- Educational Psychology Service (EP)

- Speech and Language Therapy Service
- Language Support Team
- Integrated Family Support Service
- CAMHS - Child & Mental Health Service
- Occupational Therapy (OT)
- Youth, Community and Participation Service
- Tuition Service
- On track
- Community Paediatric Medical Team - Social Communication Clinic or Neurodevelopmental Clinic

These outside agencies will then work with the school and families to support the child's needs further. This support will be given and will continue until the professionals believe that it is no longer needed. Occasionally, for some children they might still be making insufficient progress, despite outside agency involvement. In this case the professionals involved and the school might decide to apply to the local authority (LA) for a statutory statement to be made. Both parents and children will be fully informed throughout.

EHC plans (Education, Health and Care plans) previously known as a statement

This could then result in the child receiving an EHC plan assessment. When the LA agree to a statutory assessment, this could potentially result in an Education, Health and Care plan (EHC) being allocated under the provisions of the SEND code of practice 0-25. This would then be reviewed every year (after the EHC plan has been issued) at an annual review, when all professionals and persons involved would revise the EHC plan as the needs of the child may change. If parents wish to, they can also apply for the EHC plan independently. Although, the LA could also reject the application, asking the school and professionals to continue to support the child as they have.

Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the schools' procedures for identifying, assessing and making provision to meet these needs.

The governing body in co-operation with the head teacher has a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview there is a named Governor for SEND. The named Governor for SEND at St Mary's is Sister Eugenia.

Governors must ensure that:

- the necessary provision is made for any pupils with SEN
- all staff are aware of the need to identify and provide for pupils with SEN
- pupils with SEN join in school activities alongside other pupils, so far as is reasonable practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEN policy
- they have regard to the requirements of the SEND Code of Practice 2014
- parents are notified if the school decides to make SEN provision for their pupil
- they are fully informed about SEN issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN
- Governors play a major part in school self-review.
- they are involved in the development and monitoring of the school's SEN policy, and that the school as a whole will also be involved in its development
- SEN provision is an integral part of the School Development Plan
- the quality of SEN provision is regularly monitored

The Head teacher has responsibility for:

- the management of all aspects of the schools' work, including provision for pupils with special educational needs
- Meeting the SENCO weekly to discuss SEN issues
- keeping the governing body informed about SEN issues
- working closely with the special educational needs co-ordinator
- the deployment of all special educational needs personnel within the school
- she/he also has overall responsibility for monitoring and reporting to the governors about the implementation of the schools' SEN policy and the effects of inclusion policies on the school as a whole, e.g. through Pupil Progress meetings.

The special educational needs co-ordinator (SENCO) is responsible for:

- overseeing the day to day operation of the school's SEN policy
- ensuring that the Head Teacher is kept informed of the progress of the SEN provision and any developments
- Maintaining the school's SEN support register and overseeing records for all of the SEN children
- co-ordinating the provision for pupils with special educational needs and ensuring that the School Provision Map for SEN is updated and best meets the needs of the children within the school
- helping staff to identify and support pupils with special educational needs
- supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs)
- Ensuring that appropriate resources and materials are available for use with pupils with special educational needs and that these are used effectively by staff
- liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used in school and are able to contribute their views on their children's progress
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- assisting in the monitoring and evaluation of progress of pupils with SEN through the pupil progress meetings
- contributing to the in-service training of staff both through staff meetings and individual training and support
- managing Special Needs Assistants (SNA's) and supporting TA's in working with SEN children within their classes
- liaising with SENCO's in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.

Class teachers are responsible for:

- including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion
- making themselves aware of the school's SEN Policy and procedures for identification, monitoring and supporting pupils with SEN
- filling in an initial concerns form when concerned about a child
- giving feedback to parents of pupils with SEN
- ensuring that teaching assistants work effectively alongside the teacher and with advice from the SENCO

- They support children with additional needs in making appropriate progress within the classroom setting through working with individual children and small groups to progress their skills
- Providing verbal and sometimes written feedback on a child with SEN

Special Needs Assistants:

Special Needs Assistants work as part of a team with the SENCO and the teachers. They have a key role in supporting pupils' individual needs, and helping with inclusion of pupils with SEN within the class. They play an important role in monitoring the progress of specific children and in implementing IEPs. They can contribute to review meetings and help pupils with SEN to gain access to a broad and balanced curriculum.

SNA's/TAs should:

- be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for pupils with SEN
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.
- Dinner supervisors are given any necessary information relating to the supervision of pupils at lunchtime. They may meet the SENCO in relation to behaviour management and other issues for particular pupils.

Links with other Schools and Transfer Arrangements

- SEN action records are transferred following Local Authority procedures when a child leaves to go to a new school
- there are opportunities for all pupils to visit their prospective secondary school.
- Children with SEN or who may need support at Secondary School access a Secondary Transfer Group in Year 6 to support them in developing strategies to succeed at Secondary School. This intervention is run by a Teaching Assistant who has attended specific training on delivering the intervention;
- the SENCO of the receiving school, where possible, attends the final annual review of Year 6 pupils with statements for whom the particular school has been named.

Transfer within the school to new year groups

- teachers liaise closely when pupils transfer to another class within the school.
- The SENCO ensures that the SEN file goes up with the class and is fully updated.
- Children are given opportunities to meet their new Class Teacher before starting a new class.
- in Nursery, Reception and Year 2 where the transition is likely to be more challenging children are given additional opportunities to visit their new class and to familiarise themselves with their new surroundings.

Staff Development and Appraisal

- the SENCO attends the SENCO network forums and Conferences.
- information is then fed back to the Head teacher and other staff where necessary.
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- the SENCO and other staff attend Local Authority meetings and INSET when relevant
- newly appointed teaching and support staff meet the SENCO to discuss SEN procedures in the school.

Reviewing the SEN policy

The SEN policy will be reviewed annually by the SENCO and governing body. Any changes in policy or related reports will be considered when updating the policy.

Amended by Mrs Neli (Inclusion manager) **September 2016**
Policy to be reviewed again: **June 2017**