

St. Mary of the Angels Catholic Primary School

Policy

Recognising and celebrating the presence of Christ in one another

- ◆ St Mary of the Angels Catholic Primary School aims to be a positive force within the Catholic Church inspired by the life of Christ in the Gospel.
- ◆ The school is committed to the widest and fullest education with ambition for all pupils in a partnership between home, school, parish and community.
- ◆ The school aims to create a happy, ordered environment where all members feel secure and valued.



Current date approved:	December 2023
Approved by:	Full Governing Body
Date of next review:	December 2024

Special Educational Needs and Disability Policy

Introduction

This policy complies with the statutory requirement laid out in the SEN Code of Practice 0 – 25 years Sept, 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)
- SEN Code of Practice 0 – 25 years, Sept 2014
(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf)
- The National Curriculum in England Key Stage 1 and 2 framework document July 2014
(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf)
- Safeguarding Policy 2022 (https://www.st-maryangel.walsall.sch.uk/website/policies_and_documents/452532)
- Teachers Standards 2015
(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1040274/Teachers_Standards_Dec_2021.pdf)

This policy was created by the school's SENCO and Head Teacher with the SEN Governor in liaison with the Senior Leadership Team

Definition of Special Educational Needs:

Children have special educational needs if they have a learning difficulty which requires 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 the same age
- Have a disability* which prevents or hinders them from making use of educational facilities provided by the local authority
- Have an emotional/ behavioural difficulty which impacts on their learning,

* A person has a disability if he/she has a physical or mental impairment which has a substantial and long-term adverse effect in his/her ability to carry out normal day to day activities (Disability Discrimination Act, 1995)

Aims of the Policy:

To provide all children, regardless of their needs and abilities, with the opportunity to achieve their full potential. This policy aims to reflect the school's mission statement: The success of the policy will be judged against how these targets have been met and children's progress/confidences have been raised.

Objectives:

- To ensure that children with special educational needs have the fullest access to a broad, balanced and relevant curriculum including an appropriate curriculum for the foundation stage, national curriculum and religious education, achievable within the constraints of their needs.
- To ensure that children with special educational needs, who have not been identified, are identified and provided for as early as possible.
- To ensure that our school has access to internal and external support to meet the needs of individual children.
- To promote an ethos of high expectations, inclusion (including a multi-sensory approach to learning) and equal opportunities for pupils with special educational needs.
- To keep parents fully informed and help them to take an active part in supporting the needs of their child.
- To ensure the highest level of integration for physically disabled children.

Roles and Responsibilities:

The head teacher as the leader of the school is responsible for ensuring that this is translated into reality in the running of the school.

The governing body are ultimately responsible for using their best endeavours to meet the needs of children and young people with special needs at St Mary of the Angels.

The SENCo is the person responsible for coordinating the day-to-day provision for pupils with SEND and liaising with relevant stakeholders to ensure appropriate provision.

All teachers are teachers of SEND and should take full responsibility for all children and young people with SEND in their class.

Admission Arrangements:

The admission arrangements for the school treat children with SEND (who do not have an EHCP) exactly the same as all other children and are administered in accordance with the guidance set out in the Admission Arrangements published by the Authority alongside our Schools Admission Policy.

To support transition liaison will take place with the School SENCo from feeder nursery school/playgroup prior to children entering the Foundation Stage and with inclusion leaders in secondary schools receiving children from St Mary's into Year 7 during the term before the children transfer if required.

Making the school accessible:

Several adaptations to the classroom facilities are made to support increased access for children with SEND, e.g.:

- all classrooms are lit appropriately and have blinds.
- changing facilities and a disabled toilet are installed.
- all steps are clearly visible.
- ramp accesses are available in all parts of the school.

A full access audit has been undertaken and plans are amended as needs arise with new intake within the confines of the budget, under the jurisdiction of the Governing body.

Resourcing SEND:

Resources for meeting SEND are used in a number of different ways. We have a delegated budget which is used to fund support staff and additional resources for pupils with SEND.

We recognise that children have different degrees of difficulty, so the additional support that they receive depends on their individual needs. We use provision mapping to set out the additional activities that we undertake to provide support to different levels of need as part of our Graduated Response. The school takes its duties regarding SEND very seriously and commits significant resources to meeting pupils' individual needs.

The resources allocated are:

- comparable with similar schools in Walsall, and allocated fairly and equitably according to the level of need;
- based on our professional assessment of the level of difficulty that a pupil is experiencing, in relation to other children of the same age;
- moderated through advice, help and support from the central SEN support services in Walsall and relevant outside agencies who routinely work across a number of schools.

We have a range of different external services regularly available to us for SEND support which include: Educational Psychologists, Specialist sensory and SpLD staff, Educational Welfare Officers and Attendance Support Workers, Behaviour Support Workers and regular support from CAMHS and OT, as needed. We may also call upon school health services, social services and other key statutory and voluntary agencies that work in specialist areas in Walsall and beyond.

Identifying, assessing and Meeting SEND:

Children make progress at different rates and in different areas throughout their school life. This may be affected by their health, absence from school, difficulties in their home circumstances, or other reasons such as their lack of English, if they are newly arrived in this country. These reasons alone would not mean that a child or young person has special educational needs. We identify whether pupils have SEND in the following ways:

- They may show signs of difficulty acquiring literacy and numeracy skills
- Persistently challenging behaviour
- Emotional and social difficulties

- Sensory or physical problems
- Communication or interaction difficulties
- Information that we may receive when a pupil transfers to the school
- Considering information and assessments that we may receive from other professionals outside of the educational area e.g. health services
- Identifying where pupils have greater difficulties in learning in relation to other children of the same age
- Constant monitoring of progress of individual children at regular intervals
- Considering whether the pupils rate of progress is in line with the progress of other children of the same age
- Listening to what children and their parents/carers tell us
- Conducting our own more in-depth assessment of learning and behaviour and seeking further views through consultations with other external educational professionals e.g. educational psychologists, advisory teachers etc.

The school then follows an 'Assess, Plan, Do, Review' approach. Assessment allows the child to show what they know, understand, and can do, and it identifies specific learning difficulties.

Assess, Plan, Do, Review Cycle

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

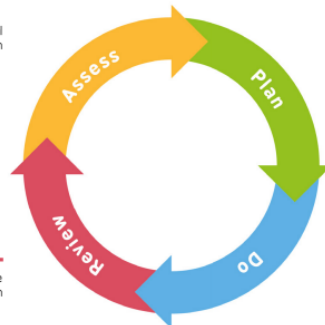
Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.



Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.

Children with SEND may be identified at any stage of this process during their school life.

In the Foundation Stage and Years 1 and 2 the assessments used are:

- Identification of need using Early Years foundation stage goals- (Nursery and Reception) Teacher/TA observations – on going formative (day to day) assessment (Assessment for Learning)
- Informal and formal meetings with parents to raise and discuss concerns
- Formal teacher assessments once a term in reading, writing and maths
- Pupil Progress meetings
- Termly staff meetings to discuss children who are of concern

- Termly inclusion meetings
- KS1 SAT's assessment

In Key stage 2 (Years 3, 4, 5, 6) the assessments used are:

- Teacher/TA observations- ongoing formative assessment -(Assessment for Learning)
- Informal and formal meetings with parents to raise and discuss concerns
- Formal optional SAT's assessments in reading, writing and maths twice a year
- Pupil Progress meetings
- Termly staff meetings to discuss children who are of concern
- Termly inclusion meetings
- End of Key Stage 2 SAT's tests

Inclusion and providing 'the graduated response':

The Curriculum will be made available for all pupils. Where pupils have SEND, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support, as outlined in the Local Offer.

St Mary of the Angels will make provision for pupils with SEND to match the nature of their individual needs, wherever possible, and the class teacher and SENCO will keep regular records of the pupils' SEND, the action taken and the outcomes. St Mary's will support children with SEND in a number of ways:

- There will be flexible grouping of pupils so that learning needs may be met in individual, small grouping or whole class contexts.
- The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.
- Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties

Levels of Response: - Profile of Need

This document is designed to give SENCO's a clearer understanding of an individual's needs and should be used as a 'best fit' profiling tool.

The highest score in each of the four broad areas will give a general indication of the level of provision that may be required.

For example:



If a teacher is concerned about some aspect of a child's progress, behaviour or wellbeing they will decide what action to take within the normal daily classroom routine. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child. This is referred to as **"The Universal level" which describes the support that is available to all Walsall children and young people, including those with and without SEN.**

At the Universal Level, needs are met through High-Quality Teaching and Learning, along with universal health and care services that are available to all children and young people.

If a child continues to make poorer than expected progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed. Additional strategies will be worked out with the SENCo (this is at Profile of Need level 2). At this point the class teacher and SENCo will have a further meeting with the parents to discuss the concerns and interventions that will be put into place to support their child. Children will also at this level be added to the School Record of Concern.

Following further assessment and monitoring of impact of interventions, a child who still continues to make less than expected progress, despite all interventions and strategies employed, an individualised plan will be put in place, this is recorded on a document know as a SEN Support Plan which details, through an assess, plan do review cycle, appropriate interventions, such as:

- Classroom organisation and management
- In-class support by teacher
- Small group work
- Home/school liaison and sharing of strategies and resources
- Behaviour support programmes
- Social, emotional and mental health support groups
- Use of specialist equipment
- Alternative teaching strategies
- Speech and Language groups

The resources deployed to help the child achieve the agreed outcomes will be captured in a Pupil Profile. Parents and children will be involved in developing the plan. Parents will meet once a term with the class teacher and SENCo to discuss and review their child's passport and progress. The plans will focus on positive outcomes for the child and ways in which to help them make progress from their unique starting point.

Through careful monitoring and provision mapping, if the school cannot meet the needs of the child, an Education, Health and Care Plan (EHCP) will be requested this would be at a Profile of Need level 4.

Providing Equal Opportunities:

We expect all of our pupils to have access to all parts of the curriculum, together with all other children and reasonable adjustments are made for those with additional needs to ensure that there are no barriers. Occasionally and with the agreement of both the child and parents/carers, a joint decision may be made to vary part of the normal curriculum to undertake an individual replacement activity better suited to that child's needs. We have an equal opportunities policy in place to support this view.

Children with special educational needs, disabilities or health issues KSIE

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. As a governing body and school we ensure that the child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children • the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or deputy) and the SENCO.

Further information can be found in the department's:

- SEND Code of Practice 0 to 25 years,
- Supporting Pupils at School with Medical Conditions.

Also from specialist organisations such as:

- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS) – SENDIASS offers information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: Find your local IAS service (councilfordisabledchildren.org.uk)
- Mencap – Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Monitoring the success of the provision made:

We regularly monitor the progress of all our pupils and SEND pupils are no exception. Targets for improvement for all children are set, in the form of a "Pupil Profile" and we ensure that these targets are made available to both the pupils and their parents. It is particularly important for children with SEND that:

- parents work with us and support the additional work that we are doing
- we have the same high expectations for pupils with SEND as we do for all pupils
- we regularly monitor and review our provision
- we report at least yearly on progress to the governing body.

External monitoring of our provision and arrangements is provided by the authority and the OFSTED and R.E inspection process.

Involving Parents and carers

We welcome the involvement of all parents but particularly those with children and young people with SEND. Without their commitment and support to continue the additional work that we do, the programmes that we put in place will not be as successful. **All parents will be consulted if additional SEND provision is deemed appropriate.** Parental attendance and advice will be requested at regular reviews and we will ask for support to undertake prepared activities at home. We are happy to meet to discuss any concerns there might be, and see parents as equal partner in their child's learning and progress.

Training for Staff

We regularly undertake training and development work in meeting SEND in school, which is included in our school development plan and subject area Action Plans.

Sharing experiences and good practice:

As a school we are part of a Walsall wide education community. We meet together at regular intervals and share practice. There is a wide network, for SEN Co-ordinators, which allow professionals to come together at regular intervals to discuss their concerns and new developments and to plan training for the foreseeable future. We support transitions and seek advice from other agencies and schools when required.

Pupil views:

The school will work to ensure that children are fully aware of their own needs and the targets in their Pupil Profiles or EHCP. We will always encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage. Children on the SEND register are invited to attend their review meeting where appropriate and contribute to their review; this will often be done by facilitating a meeting between them and the staff they work with.

Parent views:

St Mary's actively seeks the involvement of parents in the education of their children. The School recognises that for pupils with SEND the support and encouragement of parents is often a crucial factor in achieving success. Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice.

"the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions" SEN Code of Practice 2014

Communications between the parent and the school will be consistently maintained. We will always discuss with parents before we seek support from an external agency. We endeavour to make school a welcoming place where parents feel comfortable and where their views are valued. Where appropriate, interpreters and Bilingual support officers are used.

Transition arrangements:

If a child with SEND transfers to another school, the SENCo ensures that all the SEND records are passed promptly to the receiving school. In the summer term, the SENCo liaises closely with children's secondary schools and supports in the handing over of all records and will arrange additional transition days for those pupils that require them.

Parental Complaints:

We are open to receiving either compliments or complaints from parents of children with SEND in school. In the first instance these should be relayed to the SENCo either by calling for a discussion/ to make an appointment, or by writing into the school.

Telephone discussion – complaints, can usually be dealt with easily and quickly by a telephone conversation.

Meeting in school with the SENCo – in the unlikely event that this does not allay your concerns, then the next stage would be to organise a meeting in school with the SENCo to discuss this further.

Meeting with the Head Teacher – If a parent/carer is still not satisfied that their concerns have been resolved, then they should either phone or arrange to meet with the head teacher.

A copy of the school's complaints procedure is available from the Head Teacher and also via the school website.

Key Contacts:

The key contacts for further advice and information on SEND in the school are:

Class Teacher – initially

SENCo – Mrs Emma Hayes

Head Teacher – Mrs Natalie Hill

Policy Reviewed by E.J.Hayes November 2023