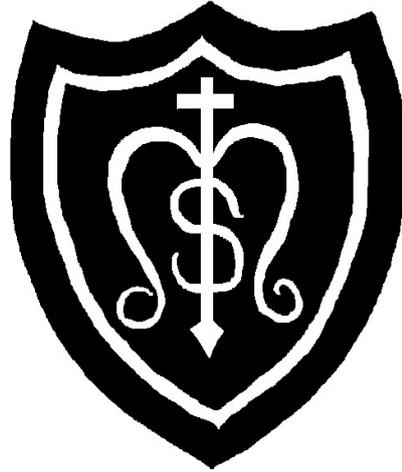


St Mary's Catholic Primary School



Policy for Special Educational Needs and Disability

March 2022

"Jesus said, 'You must love the Lord Your God with all your heart, with all your soul, and with all your mind.....You must love your neighbour as yourself...."

Matthew 22:37-39

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Introduction

At St. Mary's we believe that each person is unique and of value and therefore each child is entitled to receive an education in accordance with her/his age, ability and aptitude. We believe that all children should be appreciated and respected. We promote attitudes of caring and understanding in the belief that we are a community in which we are all, to some degree, responsible for each other. We recognise the strengths of every individual as well as areas for development. We want every child to contribute to the social, cultural and spiritual life of our school.

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 targets and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require specific action by the school.

We promote the growth of all children in a high quality environment with high quality first teaching, in an inclusive manner. We are proud that provision for children with Special Educational Needs was described by OFSTED in June 2013 as "good" and continually strive to improve our provision. We believe that children with special educational needs have an entitlement to a curriculum appropriate to their needs.

Here it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We believe every teacher is a teacher of SEND and use the West Sussex Inclusion Framework and Ordinarily Available Inclusive Practice to help shape our quality first teaching. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (January 2015).

- *Communication and interaction*
- *Cognition and learning*
- *Social, emotional and mental health*
- *Sensory/physical*

St Mary's Catholic Primary School has a named SENCO (Mrs Lockwood) who has completed the Government SENCO qualification, a named Governors responsible for SEN are Mrs Smith and Mrs Higgins. The named Governor for Mental Health and Well-Being is Mrs Burles. They ensure that the school Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice, the Local Education Authority and other policies current within the school.

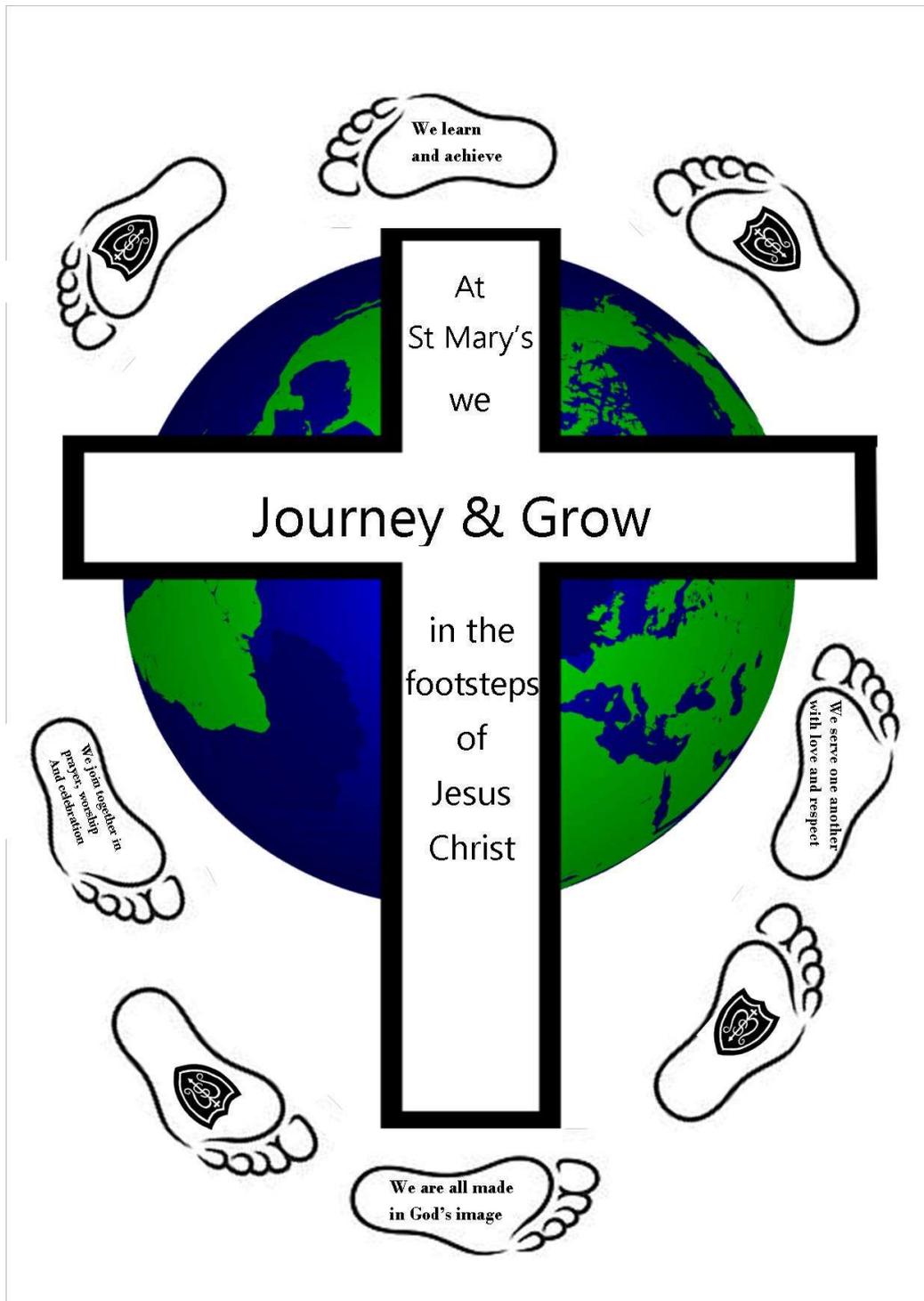
What are special educational needs?

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.' **Code of Practice 2015**

Children may be offered additional support, through small group or 1:1 activities, in order to boost their skills level and confidence, best suited to an individual's needs. The school recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need' where appropriate.

This SEND policy details how, at St Mary's, we will use our best endeavors to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Our Mission Statement:



Our School Aims

1. To teach the Catholic Faith and lead the children to a more active and personal faith in Jesus Christ, who is the way, the truth and the life, so that we are a sign of God's presence in the world.
2. To follow the example of Christ by promoting and interpreting the meaning of the Gospel values and reflecting them in all we do.
3. To pray that the Holy Spirit will guide and support us to fulfill our lives to their greatest potential.
4. To nurture the development of each child within a safe, secure and caring environment which reflects the Christian way of life.
5. To provide each child with opportunities and experiences to enjoy learning and to develop their potential to the highest level.
6. To develop each child's understanding of how to be healthy and safe.
7. To ensure each child has opportunities to express themselves and is able to make reasoned judgements and choices.
8. To collaborate with other agencies and services in order to provide children with quality education, support and care.
9. To work with parents/carers as partners in their child's education, listening to their views and providing guidance and support as appropriate.
10. To foster understanding and respect for other cultures, traditions and faiths.
11. To encourage each child to value our school in Bognor Regis and to use their gifts and talents to make a positive contribution to their local and global community.

This is what our children said about what can help when you have difficulties with learning:

Asking for help or using the 5B's



Use calculators, rulers and dice or equipment to help if I can't do it.



Having a visual timetable

If not sure what the word is, sound it out, look at the pictures



Putting things to read on coloured paper or looking at it through coloured viewers

Have a go, doesn't matter if you do it wrong

Find a quiet area on your own like the pods



Using the laptop, I PAD or computer



Having an adult you can go to for help or just to tell you that you are doing ok

Sometimes I need a quiet space and go to the sensory room. It helps to calm me down.



More time to complete the task

Learn in different ways so we remember it better

Working with my Talk Partner or in a small group

At St. Mary's we aim to:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- ensure that there are equal opportunities for all children to access the National Curriculum regardless of ability
- cater for the needs of all individuals by providing appropriate time, resources and expertise in order for everyone to have access to the experiences necessary for their personal fulfilment – spiritual, academic, emotional, social and physical
- ensure that the special educational needs of children are identified, assessed and provided for
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- ensure children have a voice in their learning
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions and full inclusion in all school activities by ensuring consultation with health and social care professionals where appropriate
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- understand that good self-esteem is essential if children are to become good learners
- encourage attitudes of respect, encouragement and support between pupils and staff alike
- help all concerned to appreciate that for some pupils progress may be difficult or even limited, but that effective teaching of pupils with special educational needs will, in turn, enhance the teaching of all pupils
- to promote continuity and progression within school in all curricular areas taking into account the child's previous experience and intellectual ability
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

The purpose of our policy is:

- To translate our school aims and mission statement into practice
- To develop a shared understanding with regard to special needs in our school
- To ensure that the special educational needs of children are identified, assessed and provided for
- To provide continuity and progression recognising the particular needs of each child
- To enable parents to play their part in supporting their child's education
- To enable children to have a voice in the process.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess impact regularly through meetings between our SEN coordinator, individual teachers and support staff to ensure all children have equal access to succeeding.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and emotional 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 their learning
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions and to take part in learning.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the **whole** school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. **All** teachers are teachers of children with special educational needs. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose **first language is not English** requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs. We will, with parental permission, conduct a First Language Assessment, in liaison with the West Sussex EMTAS team. We have an EAL co-ordinator (Miss Breese) in school who liaises with Mrs Lockwood and class teachers as needed. Both Miss Breese and Mrs Lockwood have had training from the EMTAS team for our locality.

Children who come in from other schools

Essentially, the procedure for children transferring is the same as outlined above previously, except more emphasis would be placed on the child's records, reports and annotated work. However, a child's emotional needs, settling in, making friends etc are paramount.

The class teacher will assess a child new to the school by:

- Looking at the child's SEN and school records
- Monitoring the child in class
- Using various standardised tests, i.e. Salford /NARA if appropriate
- Reports from parents and oral information gathered from the pupil themselves and any other appropriate source

Transition arrangements/liaison with other schools

We liaise with other schools as a matter of routine on the transfer of children, providing records and a consultation to share information. However, children with special needs have to be handled sensitively, so that when they arrive at their new school all the information is present for new staff to consult. This will also allow for any statutory or school based specific help to be available right away. Meetings with Secondary School Special Educational Needs Co-ordinators are organised to foster a smooth transition. Additional visits to new schools will be planned where needed and the pupil will be accompanied by a member of our school staff if necessary.

The Role of The SENCO

The Special Educational Needs Co-ordinator's [SENCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents/carers of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children on the SEND register
- To oversee the continuing professional development and understanding of SEND across the teaching staff and make sure recent pedagogy is shared and implemented where necessary.

The Role of the Class teacher

The Code of Practice states the importance of the role of the class teacher, whose responsibilities include:

- being aware of the school's SEND policy and provision for pupils
- collaborating with the SENCO and SEND teaching assistants to help the child to progress
- in collaboration with SEND team develop programmes and individual learning plans for children
- work with SEND pupils to support their progress and delivery of programmes
- developing constructive relationships with parents.

The Role of the Governing Body

The Governing Body's responsibilities to pupils with SEND include:

- ensure provision of a good standard is made for SEND pupils
- ensure that there is a named governor responsible for Special Educational Needs
- ensure SEND pupils are fully involved in school activities
- have regard to the Code of Practice and keep up to date with any changes
- be involved in the review of policy
- ensure reports are made to the governing body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

SEND Provision at St Mary's

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is ordinarily available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.

- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, St Mary's adopts a graduated response. This may see us using specialist expertise if, as a school, we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an ILP (Individual Learning Plan) and/or a provision map and the SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LA with a record of our work with the child to date. When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents will be consulted and specific intervention put in place and monitored for a suitable period time appropriate to the concern. If little or no progress is noted after this time the child may be added to the school SEN register with parental permission.

The class teacher after discussion with the SENCO will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally at least termly with the SEND Team, parents and young person.

We have a 3 Wave system for identifying pupils that we have concerns about. Wave One is where initial concerns are raised and recorded by the class teacher to the SENCO. At this stage it is expected that these concerns will also have been discussed with the parents. The SENCO will respond to this usually with some suggested strategies and a class observation. The pupil is moved to a Wave 2 when inadequate progress has been made against the targets and strategies suggested at Wave 1 or if the concerns are of a significant level. At this stage, The SENCO could carry out some diagnostic assessments such as Dyslexia/Dyscalculia screening or Boxall Profiling for behavior and would arrange to meet with parents and teacher together. Referrals may also be made to outside agencies such as Educational Psychologist, LBAT, Speech Therapy or CAMHS. Depending on the outcome of these assessments, the pupil may then be added to the SEND register for further support. If little or no progress is being made by a pupil already on the SEND register despite the interventions and support in place this child is moved to a Wave 3 and the possibility of an EHCNA request is discussed.

Reasons for a child being added to the SEND register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques or therapeutic support usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

Partnership with parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process. The school website contains details of our **special educational needs information report** including the arrangements made for children in our school with special educational needs.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. Parents always have direct access to the SENCO through a school email address and regularly available appointments as well as at more formal parent consultation evenings.

The Nature of Intervention

The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENCO or Teaching Assistants to work on programmes such as Narrative Therapy, Speech and Language, Jump Ahead, Talk Time, NELI, 1st Class@Number among others. Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENCO and they will have time slots to discuss Individual Learning targets and progress with the SENCO. The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented wherever possible in the normal

classroom setting. The delivery of the interventions recorded in the ILP continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

School Request for Education Health and Care Needs Assessment

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual learning plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- Records of the child's academic attainment and progress
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents and pupil

The parents of any child who is referred for this assessment will be kept fully informed of the progress of the referral. Children with an EHCP will have an additional Annual Review Meeting. When this coincides with transfer to high school, the SENCO from the high school will be invited to attend and/or informed of the outcome of the review.

Individual Learning Plans

Strategies employed to enable the child to progress will be recorded within an Individual Learning Plan if necessary which will include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning
- What they are responsible for
- How the child can be successful
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. Children on the special needs register have an Individual Learning Plan with individual targets. 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 situation. 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.

Allocation of resources

The SENCO/SLT 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 Education Health and Care plans. The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed. The head teacher and the SENCO meet regularly to agree on how to use funds directly related to statements/EHCP's.

Monitoring and evaluation

The SENCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers with differentiation and in drawing up Individual Learning Plans for children. The SENCO and the head teacher hold regular meetings to review the work of the school in this area. In addition the SENCO and the named governor with responsibility for special needs also hold regular meetings.

Appendix : St Mary's SEN Information Report