

**The Catholic Academy Trust in East Berkshire
St Mary's Catholic Primary School**

*Learning and loving on our journey with
Jesus.*



To the greater glory of God

Special Educational Needs and Disability Policy

This policy supports the distinctive nature of our school, which is based upon the teachings of Jesus and the commitment to fulfil each child to potential whilst recognising their uniqueness.

Statement

In line with our Mission Statement above, which guides us to, *'Fulfil the potential of each child'*, we strive to maintain a high quality of curricular provision for all pupils regardless of ability, race or gender. A proportion of our pupils may have special educational needs at some time during their time at St. Mary's and these needs will be met through a flexible, appropriate and varied provision.

We recognise that it is the responsibility of the whole school to help all children gain full access to a broad, balanced curriculum and to encourage all pupils to reach their full potential. Some children require special educational provision and this must be underpinned by high quality teaching and is compromised by anything less.

This policy is based on the new national SEND Code of Practice for 0 to 25 years-statutory guidance which came into effect in September 2014, based on the Special Educational Needs and Disabilities Act 2001. The Code sets out guidance on policies and procedures aimed at enabling pupils with Special Educational Needs and Disability (SEND) to reach their full potential and to be included fully in their school communities. It also stresses the importance of the views of the child being taken into account and the vital role that parents play in supporting their child's education.

Our school SEND policy takes account of the anti-discrimination principles in the Disability Discrimination Code of Practice (2002) and is in line with the SEN and Disability Code of Practice and complying with Children and Families Bill legislation September 2014.

The school SEND policy also upholds the principles on inclusion, detailed in the DfES guidance, and the Royal Borough of Windsor and Maidenhead's strategic plan on developing inclusive approaches to education.

Other school policies that are closely linked with and complement this SEND policy include those on Admission, Cultural and Equal Opportunities, Moral and Spiritual Development, Behaviour and Anti-Bullying, School Access Plan and the Intimate Care Policy. This plan ensures that all pupils will have equal access to the curriculum, written information and the physical environment.

Aims

- To identify a child with SEND as early as possible and ensure provision is in line with SEN and Disability Code of Practice 2014
- To publish the SEND policy and the school's Local Offer (in conjunction with the Local Authority on the school website)
- Publish information on SEND funding and provision and monitor expenditure
- SENCo and SEND governor to liaise (see SEND regulations 2014)
- To maintain a current record of numbers of pupils with SEND using SIMS data base
- Inclusion Manager employed to manage day to day SEND provision reporting to SENCo and Head-teacher
- To ensure SEND provision is integrated into school improvement plan
- To monitor progress of SEND pupils and ensure provisions specified in Statements and Education, Health and Care Plans (EHC) are in place
- Keep under constant review the arrangements for pupils present and future with a disability
- To promote an atmosphere of encouragement, acceptance and respect for achievements in which all pupils can thrive
- To develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow
- To develop skills in identifying children with learning problems and construct suitable programmes of work
- To adopt positive and consistent strategies to help children with behavioural difficulties and / or emotional problems
- To effect a programme of support and referral that will enable children to receive the help they need quickly and effectively
- To inform parents of the needs and progress of their child and to work in partnership with them
- To take into account the wishes of the child relevant to their age and maturation

What are Special Educational Needs?

Children with special needs may have difficulties in one or more of the following areas:

- Cognition and learning
- Literacy/Numeracy
- Communication and interaction
- Behavioural, Emotional and Social needs
- Sensory Impairment
- Physical/medical difficulties

Difficulties will range from mild and temporary problems with acquiring literacy skills to more complex, long-term problems such as dyslexia, dyspraxia, speech and language or concentration difficulties. So the school has a clearly defined system for:

- Early identification including the analysis of pupil data to inform practice and ensure progress of all SEND pupils
- Assessment/screening (both a range of internal tests and referral to external specialists when required)

Planning suitable intervention strategies including:

- Various school learning support programmes, including Phonological Awareness, Literacy Skills, First Class at Number, Mathematics Wave 2 intervention, Speech and Language, Motor skills groups and support for emotional, social and behavioural difficulties (SPA, Peer mediation, ELSA support and Friends for Life CBT programme)
- Pupil Performance Meetings where targets are discussed and next steps identified with individual pupils
- Continuing use, development and refinement of provision mapping
- Group and individual classroom support by Learning Teaching Assistants (LTA's)

Regular review and evaluation of the pupil's progress, to ensure continuity and progression.

The Special Education Needs Register

Additional Educational Needs

All pupils who are identified as having a special need are placed on this register after consultation and permission from their parents. There are no longer the stages of School Action and School Action+. These have been replaced with the term **Additional Educational Needs**. Children who are identified as having Additional Educational Needs will be supported by teaching staff who have an understanding and skill level that ensures they understand how to make their teaching accessible for learners with high incidence of SEN and a willingness and expectation to undertake training should the need arise (e.g. visual timetables, alternative recording and personalised activities etc.)

Children identified with Additional Educational Needs will receive support at a whole school level. They may also require support from an external service who will carry out in-school assessments to advise and where appropriate provide bespoke learning programmes for some pupils. Some pupils will require Individual Education Plans as a means of monitoring their progress.

Request for an Education Health and Care plan (previously termed Statutory Assessment)

If a pupil has significant difficulties that require more long-term, individual support then the school will request an assessment from the LEA, to see if a EHC plan is appropriate. Requests for EHC plans must be processed within 20 weeks by the LEA.

EHC plan

The EHC plan covers a child's education, health and social care from 0-25 years of age. This ensures that there is strong support for a child with a focus on preparation for adulthood. If a EHC plan is granted, the LEA will provide funding so that the school can employ a Learning and Teaching Assistant to work with the pupil, for a particular number of hours each week. There is an Annual Review each year, which shows tracked progress towards the outcomes in the EHC plan. Parents and pupils are fully involved in this process.

Partnership with Parents

The school inspires parental confidence by establishing a reciprocal relationship with them as partners in their children's learning and development through good exchange of information and by using resources flexibly to meet needs.

Parents are always kept fully informed by the class teacher and are also always welcome to talk to the Inclusion Manager or Special Educational Needs Co-ordinator (SENCo). There are a series of leaflets which give further information on various aspects of the school's approach to SEND. Parents receive copies of IEP's and are invited to meetings as and when appropriate. Parent's views, ideas, help and involvement are much valued by school staff.

Pupil Participation

If possible pupils are involved in planning their IEP targets and monitoring their own success when appropriate. Their views are always included on IEP Reviews and they are given a chance to voice their own opinions in EHC plan requests and Annual Reviews. Building self-confidence and maintaining self-esteem is extremely important for all pupils experiencing any type of difficulty and the school aims to deal sensitively with all special needs issues. Pupils are given SMART targets that are achievable and are encouraged to see that they are really making progress. Staff provide pastoral support to ensure that pupils feel that their strengths, aptitudes and achievements are fully valued.

Roles and Responsibilities

The Governing Body

The Governors, in cooperation with the Head-teacher, have the responsibility for determining the school's policy and approach to provision for pupils with SEND. This includes establishing the appropriate staffing and funding arrangements and maintaining a general overview of all SEND issues. The SENCo meets annually with the SEND Governor updating them on current practice and advising of any changes to SEND provision.

The Head-teacher

The Head-teacher has responsibility for the day-to-date management of all aspects of SEND provision, keeping the governing body fully informed and working closely with the SENCo and Inclusion Manager.

The Senior Management Team

The senior management team (SMT) meet regularly to scrutinise pupil progress and the effectiveness of interventions to ensure learning is sustained within the classroom.

Teaching Staff

All staff are involved in the development of the school's SEND policy and provision. They will use inclusive strategies to secure curriculum access to high quality first teaching for all pupils and endeavour to overcome potential barriers to learning and assessment.

In order to achieve this they will:

- Provide suitable differentiation
- Provide suitable resources
- Assess pupils regularly and track their progress
- Provide additional interventions such as Wave 2 or 1-1 Wave 3 support
- Set appropriate learning challenges and maintain high expectations
- Respond to pupil's diverse learning needs and individual learning styles
- Provide a warm, safe and empathetic ethos where children have the confidence to share their concerns with staff, and know they will be addressed, in order to support their emotional well-being

The Special Needs Co-ordinator (SENCo)

The SENCo, works closely with the Head-teacher, Inclusion Manager and colleagues to ensure SEND provision is managed effectively. The Inclusion Manager will have responsibility for the day-to-day operation of the SEND policy and for co-ordinating provision for pupils with SEND.

Staff Development

All staff are trained to implement short term interventions to secure improved progress for children, enabling them to benefit from whole class teaching and promote social development.

All staff, including Learning Teaching Assistants, will continue to develop their knowledge of all aspects of SEND, through a variety of training opportunities. The SEND library provides an information resource and is continually enlarged and updated. Learning and Teaching Assistants are a valued part of the St. Mary's team and work closely with class teachers in providing appropriate and effective support for pupils with special needs. They are included in Pupil Performance Meetings and involved in Provision mapping for pupils.

Resources

A resource bank of equipment and materials is available for all staff to use with individual pupils or groups. Staff will ensure that SEND pupils have access to suitable ICT programmes and associated technology.

Liaison

Class teachers, Learning and Teaching Assistants, Inclusion Manager and SENCo liaise regularly and are involved in planning together to provide suitable intervention strategies for all pupils with special needs. There is also close liaison between external specialists, other agencies and school staff. Liaison also takes place when pupils transfer to and from other schools and this is particularly important when pupils with special needs transfer to Secondary School. The school ensures smooth transitions within school and when moving on.

This policy was ratified by the Governing Body on

Date

Signed

It will be reviewed by January 2018.

