



# Policy for Special Educational Needs and Disability

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We at St Mary's Primary School are committed to making our best endeavors to meet the special educational needs of pupils and ensuring that they achieve the best possible educational and other outcomes. In line with our mission statement, "At St Mary's RC Primary School we believe that everyone matters and should be nurtured within a safe, happy and loving environment. We believe we can achieve this by keeping Christ at the centre of all we do, ensuring that a good Catholic education is a partnership between home, school and parish. We believe that every child should receive a broad and balanced curriculum that allows them to set their sights high and strive towards their dreams."

Every teacher is a teacher of every child, including those with SEND.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key stage 1 and 2 framework document (Sept 2013)
  - Safeguarding Policy
  - Accessibility Plan

- Teachers Standards (2012)

This policy has been created by the school's SENCO, Mrs Claire Ashton, and is to be used initially for consultation purposes with governors, staff and parents & carers of pupils with special educational needs and disability. As the SENCO is not part of SLT the advocate is Miss C Halstead.

**SENCO:** Mrs Claire Ashton

**Qualifications:** BA (Hons), PGCE, NASENCo Award, PgCert SpLD Dyslexia, PgCert SpLD Dyscalculia, AMBDA, ATS, MBPsS, SpLDAPC (Patoss)

Definition of Special Educational Needs and Disabilities.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

SEN Code of Practice 0-25 (2014)

Parents requiring further information about the provision for SEND in the school should, in the first instance, talk to their child's class teacher or contact the Special Educational Needs Coordinator (SENCO).

The school's **SEN Information Report and School's Contribution to the Local Offer** provides much greater detail on the context of the school and the provision for children with SEND and should be read in conjunction with this policy. The SEN Information Report and School's Contribution to the Local Offer is available from the school office and the school's website:

[www.stmaryssabden.co.uk](http://www.stmaryssabden.co.uk)

## Aims

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- the opportunity, encouragement and expectation to learn, make progress and attain high standards
- a rich, broad and balanced curriculum, matched to individual need and augmented by a wealth of high quality first hand learning experiences
- a learning environment that is stimulating and challenging, yet safe and secure
- good quality teaching
- the chance to grow spiritually within the teachings of the Roman Catholic faith

## Objectives

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

- Identify and provide for pupils who have special educational needs and additional needs.
- Work with the guidance provided in the SEND Code of Practice (2015)
- Operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- Provide a special education needs Co-ordinator (SENCo) who will work with the SEN Policy.
- Provide support and advice for all staff working with special educational needs pupils.

## Identifying Special Educational Needs

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils through the school's Policy on Teaching and Learning;

It is really important that the school identifies pupils who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessments of all pupils. Progress is tracked on a termly basis and where appropriate, more frequently than this. The SENCo liaises closely with the assessment co-ordinator to analyse data and individually track pupils who are experiencing difficulties.

Class teachers discuss any concerns with the SENCo and Assessment Coordinator. If further action is deemed necessary, the parents are informed immediately. All criteria for defining Special Educational Needs are in accordance with Lancashire Education Authority policy.

Despite appropriate, good quality teaching, intervention and differentiated learning experiences, taking into account the child's age and stage of development triggers for identification of a Special Educational Need could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in literacy and mathematics skills resulting in poor attainment in some framework or curriculum areas;
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed;
- Social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school;
- Sensory or physical problems create barriers to progress despite the provision of personal aids or specialist equipment.

If, following several weeks of additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of external agencies such as Psychology and Support Services, the Special Educational Needs and Disabilities Service (IDSS Traded Team) or similar. Additionally, some children may receive support from our National Health Service colleagues e.g. Speech Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency.

Factors which are NOT SEN but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010 - all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEN. Any concerns over a pupil's behaviour will be investigated on the premise that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor, as noted above. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

## Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for.

- Communication and interaction (CI)
- Cognition and learning (CL)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical impairment. (PD)

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

## A Graduated Approach to SEN Support

The school is committed to early identification in order to meet the needs of children with SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, PIPs, SATs or the use of PIVATS. Teachers will then consult the SENCO to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focusing on quality first teaching including; classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress then the teacher will consult the SENCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEN Support. We seek to identify pupils making **less than expected progress** given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- fails to make progress with wider development or social and emotional needs
- fails to make progress in self-help, social and personal skills

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENCO will update all records of provision and impact of that provision. The teacher will maintain the personalized plans and keep them updated.

**ASSESS** - The teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

**PLAN** – Pupils and parents will be involved in the planning process as much as possible. Person-centred tools may be employed to facilitate this. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

**DO**- The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

**REVIEW**- The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly.

At any point in the Review Process, there are several possible outcomes:

	Outcome	Next Steps	Notes
<b>OUTCOMES OF REVIEW</b>	Progress is accelerated and provision needed to maintain this is commensurate with peers	Needs can now be met through classroom differentiation, adaptations and/ or intervention Removed from SEN register	Professional dialogue between teachers and SENCo and/or consideration at Pupil Progress Meetings before decision to remove from SEN register is made. Evaluation shared and parents informed.
	Progress is good but additional provision needs to continue	New POP written Continue with cycle to next review	Evaluation and new POP shared with parents

	Progress remains slow / inadequate despite the use of evidence based approached and well matched interventions.	With the permission of parents, school will refer the pupil for specialised assessments and advice from external agencies and professionals.	Where a pupil has a pre-existing recognised difficulty (for example: speech and language difficulty or autistic spectrum condition), the expertise of external agencies and professionals may, with parental permission, be sought at an earlier stage.
	Despite the school having taken the relevant action to identify, assess and meet the needs of a pupil (as above), the pupil has not made expected progress	The school is unable to fully meet the needs of the pupil through its own provision arrangements*. School and parents/carers should consider applying for an EHCP.	Education, Health and Care plans (EHCP) are the replacement for Statements of Special Educational Needs.

The school's Local Offer/ Information report can be found on the school website [www.stmaryssabden.co.uk](http://www.stmaryssabden.co.uk).

This indicates the type of provision the school currently offers to pupils with SEN and disability. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes. The SENCO records the cost of provision made through provision mapping.

## Statutory Assessment of SEN

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's individual plans

- records of reviews with pupils and parents, and their outcomes
- Common Assessment Framework (if applicable)
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website

[www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND)

## Annual Review of the EHC Plan

The LA has a three year period in which to legally make the transition between existing Statements of SEN, and EHC Plans.

All Statements/ EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action plan

Any amendments to the EHC Plan will be recorded. The SENCO will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the LA.

## Criteria for exiting Special Educational Provision

A child may no longer require Special Educational Provision, where they

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

## Supporting pupils and families

Lancashire Local Authority's Local Offer can be found at [www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND)

This policy forms part of the school's SEN Information Report.

The school is committed to working closely with parents and a number of initiatives to develop closer working relationships have been developed over the years. Parents meet regularly with school staff and SENCo where any concerns and successes are shared. Parents are made aware of the Information, Advice and Support Services (IASS), formerly Parent Partnership Service, and supported to engage with external agencies.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCO. Parents are encouraged to be involved with target setting for personalised plans through the discussions held on parents' evenings 3 x a year. Some home activities may be provided. Parents and pupils are invited to target setting meetings and to review progress. Parents of children with Statements/ EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves. The Governors' Annual Report informs all parents of changes to the SEN Policy and of the outcomes of targets set in the Policy and new targets set for the coming year.

Medical issues are first discussed with the parents/carer. If support is required the school nurse will be contacted. The child may then be referred for assessment through his/her GP. The school's policy on managing medical conditions of pupils can be found on the website [www.stmaryssabden.co.uk](http://www.stmaryssabden.co.uk)

If a teacher is concerned about the welfare of a child they should consult the SENCO and/or Headteacher as Child Protection Co-ordinator.

Depending on the special educational needs of the children different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist, the Traveller Service.

The School's Child Protection Co-ordinator is Miss C Halstead

The position of the School's Child Protection Governor is Mr Mike Firth.

## Admissions

Pupils with special educational needs will be admitted to St Mary's Roman Catholic Primary School in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs. In the case of a pupil joining the school from another school, St Mary's Roman Catholic Primary School will seek to ascertain from parents whether the child has special education needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavors to collect all relevant information and plan a relevant differentiated curriculum. The Admissions policy is available on the school website.

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher and SENCO will meet with the SENCO of the receiving school to discuss SEN records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

## Medical Needs

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

The school's policy on medical needs can be found on the school website at

[www.stmaryssabden.co.uk](http://www.stmaryssabden.co.uk)

## Monitoring and evaluation of the Policy

This policy will be reviewed annually and updated in the light of new developments.

Progress will be monitored and evaluated via the action plan. Progress on the annual targets will be reported in the Annual Governors Report to Parents.

## Training and resources

Governors will ensure that there is a suitably qualified SENCO who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teacher Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored. The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress.

Training for teachers and teacher assistants is provided both within school and through other professional development activities.

The school uses funding to provide external professional advice and support for individual pupils in line with their statements and in relation to needs.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher or the SENCO.

The SENCO will keep abreast of current research and thinking on SEN matters.

The SENCO will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals.

The SENCO will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff.

External agencies may be invited to take part in INSET.

SEN training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Funding is deployed in the budget to meet the cost of:

Specific interventions, teaching assistant time and resources and is shown on the school provision map alongside the costings.

Funding received for a statement/ Education Health Care Plan is allocated to ensure appropriate provision for the individual concerned.

## Roles and Responsibilities

### The Governing Body

The SEN Governor, Mr John McNulty, will support the Governors to fulfil their statutory obligations by ensuring:

- the Curriculum Committee receives a report at every curriculum meeting to update progress on SEN issues,
- the SEN policy is reviewed annually,
- the governors' annual report details the effectiveness of the SEN policy in the last year, any significant changes to the SEN policy, why they have been made and how they will affect SEN provision,
- the school information pack explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

### The Headteacher

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work and meeting the medical needs of pupils. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENCO, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher and the SENCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

### The Special Educational Needs Co-ordinator (SENCO)

Mrs Claire Ashton

BA (Hons), PGCE, PgCert in SENCo, PgCert SpLD Dyslexia, PgCert SpLD Dyscalculia, AMBDA, ATS, MBPsS, SpLDAPC (Patoss)

The SENCO is responsible for:

- co-ordinating SEN provision for children.
- liaising with and advising teachers
- maintaining the school's SEN register and overseeing the records of all pupils with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- consultation with the class teacher to ensure that IPPs are written and that reviews take place.

## Role of Class Teacher and Support Staff

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEN. They work together with the SENCO to formulate, monitor and review IPPs and to maintain a class SEN file that is kept in the classroom for reference by staff including supply staff and students as appropriate.

## Storing and managing information

The confidential nature of SEND information is fully recognized at St Mary's Roman Catholic Primary School. Hard copy files are stored in the library, within a locked filing cabinet, whilst electronic files are stored on the school's network. The school's confidentiality/privacy policy can be found on the website [www.stmaryssabden.co.uk](http://www.stmaryssabden.co.uk).

## Reviewing the policy

The policy will be reviewed as part of the school's evaluation cycle. The policy is due for review (June 2016)

## Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. St Mary's Roman Catholic Primary School publishes its accessibility plans within its Local Offer and its SEN policy. These can both be found on the website at [www.stmaryssabden.co.uk](http://www.stmaryssabden.co.uk)

## Complaints

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the SENCO
- discuss the problem with the Headteacher
- More serious on-going concerns should be presented in writing to the SEN Governor, who will inform the Chairman of the Governors

Parents are informed about Information Advice and Support Services (formerly Parent Partnership)

The complaints policy can be found on the school website [www.stmaryssabden.co.uk](http://www.stmaryssabden.co.uk).

## Bullying

Bullying is taken very seriously at St Mary's Roman Catholic Primary School. To view the school's policy on anti-bullying, see the behaviour policy on the school's website at

[www.stmaryssabden.co.uk](http://www.stmaryssabden.co.uk)

Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors at St Mary's Roman Catholic Primary School endeavour to generate a culture of support and care among pupils.

Review Date: September 2019