



ST Mary's Catholic Voluntary Academy Special Educational Needs Policy 2021 – 2022

The content of the policy reflects the SEND Code of Practice 2014, 0-25 guidance. It has been shared with the school's governing body and will be reviewed regularly. An annual SEN Information Report will be shared with parents, carers and the governing body and published on the school's website. The day to day implementation of this policy is led by our Special Educational Needs Coordinator, Mrs Kathryn Brassington, who is an accredited SENCO and Headteacher, in her absence Mrs Patricia Chapman, takes on this role. The governor with responsibility for Special Educational Needs is Mrs Liz Greene. The governor with responsibility for Looked After Children is Mrs Helen Wilson.

This policy should be read in conjunction with all our policies which relate to inclusion, including the Disability Equality Scheme, the Accessibility plan, Behaviour Management, Equal Opportunities, Anti-Bullying and Child Protection and Safeguarding.

It is our vision to create a happy and stimulating learning environment in which all members of the school community can grow in self-esteem and develop to their full potential as individuals in a diverse society.

At Saint Mary's RC Primary School we value the abilities and achievements of all our pupils, and we are committed to providing, for each pupil, the best possible environment for learning. All teachers in our school are teachers of all children, including those with SEN. As inclusion is at the heart of our school ethos the needs of children with Special Educational Needs are reflected in our School Improvement Plan.

Aims and Objectives of this Policy

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs



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4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils.

Definition of Special Educational Needs

What does SEND mean?

SEND means special educational needs and disabilities. Children have a special need if they have a learning difficulty which calls for special educational provision to be made. This will be if the child has significantly greater difficulty in learning than the majority of children of the same age or has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of school age within the Local Authority

The area of special need will be identified as either:

Communication and Interaction (This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum).

Cognition and Learning (This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia).

Social, mental and Emotional Health (This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration).

Sensory and/or Physical Needs (This includes children with sensory, multi-sensory and physical difficulties).

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

The following are not considered to be SEN but they may impact on progress and attainment;

- Disability (if reasonable adjustments can be made Code of Practice 0-25)
- Attendance and Punctuality
- Health and Welfare



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- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Identification of pupils' needs

All our children are treated as individuals and the class teacher, alongside other support staff, plan an appropriate differentiated curriculum for our children with additional needs to ensure high quality teaching and learning with effective support and resources. Clear individual education plans and care plans are put in place and reviewed regularly. A range of carefully tailored interventions are developed, reviewed and evaluated to ensure maximum progress and impact for our children. Termly assessments ensure that children are on track to meet targets and planning accurately addresses needs. Progress, targets and plans are regularly reviewed with the children and evaluated to inform the next steps.

A Graduated Approach:

Quality First Teaching

1. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored
2. Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties
3. The child's class teacher will take steps to provide differentiated learning opportunities that will support the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. This will be completed using Provision Mapping throughout the school
4. Staff will consult the SENCO as needed for support and advice. It may be appropriate to observe the child in class.
5. Through points (2) and (4) it can be determined which level of provision the child will need to move them forward
6. If a child has been recently removed from the SEN register they may also fall into this category as continued monitoring will be necessary



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7. Parents will be informed fully of every stage of their child's development and are encouraged to share information and knowledge with the school
8. The child is recorded by the school as being monitored due to concern by a parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings
9. Parents' evenings and IEP review meetings are used to monitor and assess progress being made by the children.

Managing Pupils Needs on the SEN Register

Most pupils on the SEN register will have an IEP. IEPs are reviewed termly and new targets are set. Targets must be SMART and agreed with the child, their parents and Teaching Assistant. It is the class teacher's responsibility to ensure that IEPs are completed.

Over time support and interventions will be analysed to ensure that is having an impact on a child's progress. For children for whom progress is not adequate when an IEP is in place, an intervention tracker or provision map may be introduced to analyse which types of support have been most successful. If over time a child doesn't make adequate progress we may request the support of other professionals to ask their advice of how best to meet a child's needs. If we do feel that it would be beneficial to involve other professionals we would always discuss this with parents first and get them to help us to complete a referral form.

REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN

If a child has lifelong or complex difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The application for an Education, Health and Care Plan will combine information from a variety of sources including teachers, SENCO, parents, social Care, Educational Psychologist / Clinical Psychologist (if appropriate), health Professionals – CAMHS, School Health, Paediatricians etc. Information will be gathered relating to the current provision provided, impact of the provision and remaining barriers to learning. A decision will be made panel of professionals from education, health, social care about whether the child is eligible for an



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EHC Plan. Parents have a right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the **SEND Local Offer**:

<http://www.derbyshiresendlocaloffer.org/>

EDUCATION, HEALTH AND CARE PLANS (EHC)

1. Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the child's needs cannot be met by the support that is ordinarily available. The school, child's parents and other professionals who support the child will be involved in developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The EHC Plan will also 'move' with the child. The annual review (Child Centred Review) enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support /amending objectives.

Supporting Pupils and Families

At St Mary's Catholic Voluntary Academy we are committed to working closely with families to ensure that we best meet the needs of children. No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision in line with Derbyshire County Council's admission policy. For a copy of the school's admissions policy please see the website or ask at the school office.

The Local Offer

Derbyshire County Council produce a Local Offer which contains information about many of the services and resources available to families. This can be accessed through the internet at www.derbyshiresendlocaloffer.org

We also encourage parents to make use of Derbyshire's Parent Partnership service who provide free and impartial advice. Their website can be accessed at <http://www.derbyshireparentpartnership.co.uk/contact.php> and their contact telephone number is 01629 533660.



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The school produces a SEN Information Report which can be accessed through the website and copies can be requested from the school office.

If a child needs additional support with external tests such as SATs we apply for special dispensations as a school. This is usually arranged by the headteacher.

At transition points, including starting school and transferring to secondary school we spend time with parents and children discussing the best way to make this transition as smooth as possible. This will often include us carrying out extra visits or arranging additional meetings.

SUPPORTING CHILDREN IN SCHOOL WITH MEDICAL CONDITIONS

At Saint Mary's we recognise that pupils 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 and may have a Statement, or Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Arrangements are put in place to support individual pupils with their specific medical needs/ conditions. Meetings are held between parents, and the relevant medical professionals. Where appropriate Health Care Plans are drawn up. Staff administering medicines or working with children with specific needs receive regular training.

ACCESSIBILITY

The layout of the school facilitates easy access for adults and children with disabilities to all areas. Doors are sufficiently wide enough for wheelchair access and ramps outside allow access to the grounds and building.

EVALUATING SUCCESS

This policy will be kept under review. Provision for children with SEN is regularly monitored through classroom observations and learning walks, and also analysis of results and progress at Pupil Progress meetings. The SEN governor is involved in this process. Parents views and children's views are sought regularly.



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