



St. Mary's CE (Aided) Primary School

Special Educational Needs Policy

At St Mary's we believe in a culture where:

- Everyone is special, unique and valued: diversity and difference are celebrated. We are all God's treasure.
- Education is holistic; spiritual and moral growth is nurtured.
Life in all its fullness – John 10:10.
- Everyone can succeed and achieve. Aspiration and inspiration are central to all that we do.
I know the plans I have for you. Plans to make you prosper – Jeremiah 29:11.
- Creativity and joy in learning is valued.
- The spiritual and emotional well-being of all members of our school community is a priority. Resilience and perseverance are developed in all.

'We will grow up in every way into Christ, who is the head. The whole body depends on Christ, and all the parts of the body are joined and held together. Each part does its own work to make the whole body grow and be strong with love'. *Ephesians 4:15-16*

SEN Co-ordinator: Mrs. S. Casey

National Award for SEN Qualification

Contact via telephoning the school office or by emailing
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SEN Governor: Mrs. C. Strangwood

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 2014 3.65 and was created by the school's SENCO in liaison with the SEN Governor, Senior Leadership Team, staff and parents of pupils with SEND. St. Mary's CE (Aided) Primary School values the abilities and achievements of all its pupils, and is committed to providing each pupil with quality first teaching and the best possible environment for learning. Our SEN policy reinforces the need for teaching that is fully inclusive. This SEND policy recognises that every teacher is a teacher of every child, including pupils with SEN and disability. The SENCO, every teacher and the Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

1) AIMS/INTENT:

- To raise the aspirations, expectations and attainment for all pupils with SEN.
- To ensure all children are “safe, happy and learning”, giving them the experience of a caring, supportive school where learning is enjoyable.
- To help each child develop a positive self-image, promoting self-discipline, self-awareness and self-confidence.
- To adapt the curriculum to meet a diversity of needs associated with differing abilities
- To give all pupils a curriculum entitlement that is broad, balanced and relevant.

2) OBJECTIVES:

- To identify and provide for all pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a ‘whole pupil, whole school’ approach to the management and provision of support for special educational needs.
- To provide a SENCO who will work with the SEN inclusion principles.
- To provide support and advice for all staff working with special educational needs pupils.
- To develop and maintain partnership and engagement with parents.
- To ensure access to the curriculum for all pupils.
- To enable all children to develop skills and abilities in a positive environment, encouraging success and building self-esteem.

3) ADMISSION ARRANGEMENTS AND FACILITIES TO ENABLE INCLUSION:

- The school does not discriminate against the admission of pupils on the grounds of a special educational need, where their differing abilities can be catered for within a mainstream setting.
- Disability (the Code of Practice 2014 outlines the 'reasonable adjustment' duty for all settings and schools provided under current disability equality legislation – this alone does not constitute SEN). In conjunction with this policy please see the school's Accessibility Plan for details of access to the school for children with a physical disability.
- Medical conditions- please see the school's policy on managing the medical conditions of pupils. 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 have physical disability and where this is the case the school will comply with its duties under the Equality Act 2010 and the Statutory Guidance on Supporting pupils at school with medical conditions April 2014.
The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is Mrs. A-M. Beck.

4) IDENTIFYING SPECIAL EDUCATIONAL NEEDS:

A pupil has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age. Quality first teaching which is available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable (Code of Practice 2014, 6.12).

English as an additional language (EAL)

It is important to note that children must not be regarded as having learning difficulties solely because their language is different from that in which they are taught. Particular care will be needed for those children whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

Broad Areas of Need

Communication and interaction – children with speech, language and communication needs who have difficulty in communicating with others. They may have difficulty with one, some or all of the different aspects of speech, language or

social communication at different times in their lives. Children with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism are likely to have difficulties with social interaction, language and communication.

Cognition and learning – support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD).

Social, emotional and mental health difficulties – children may experience a range of social and emotional difficulties which may manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs – some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability will also require additional ongoing support/equipment to access the opportunities available to their peers.

5) IMPLEMENTATION- A GRADUATED APPROACH TO SEN SUPPORT:

It is the responsibility of every teacher to closely monitor the progress of each child within his or her class. By close daily contact the teacher is in a prime position to identify children experiencing difficulties. This may be found through observation, pupils' work in books, assessment or testing procedures including:

- Standardised tests, age scores or profiles.
- Progress steps and age-related expectations recorded in the school assessment and tracking system
- Reports/observations on the child in school setting.
- Notes from meetings with parents (including dates of issues/medical appointments).
- Nursery assessments.
- Early Years Foundation Stage Profiles.
- Medical/health care assessments and reports.

Early identification of a child with a special educational need is important if his or her needs are to be addressed, and if the child is to learn and to progress to achieve his or her full potential. The class teacher may identify a child as a concern to the SENCO if he or she:

- Makes significantly slower progress from their peers starting at the same baseline.
- Fails to match or better their previous rate of progress.
- Fails to close the attainment gap between themselves and their peers.
- Widens the attainment gap.

At St. Mary's a class teacher will meet with the SENCO to discuss a child whose progress and/or attainment is a cause for concern. Quality first teaching strategies to support the child with the particular aspect of SEN identified will be discussed, as well as possible intervention programmes to be introduced. The SENCO, teacher and support staff liaise regarding the plan of action for the child using the ASSESS-PLAN- DO- REVIEW cycle and decide, after consultation with the parent/s, whether to involve external professionals for further assessment. Together a decision is made whether to place the child on the SEN register or to monitor the child for another half term where the SENCO and class teacher can review intervention currently being received. Interventions/SEN support received by a pupil will be recorded on the school's provision map to monitor impact. If a child is placed on the SEN register SMART (specific, measurable, achievable, realistic and time bound) targets are set which forms their Individual Education Plan. Parents and the child are asked to comment on/contribute to the targets set/information provided. The child's progress then continues to be monitored as part of the regular whole school assessment process. The SMART targets in the child's Individual Education plan are monitored and reviewed termly using the ASSESS- PLAN- DO- REVIEW cycle. In light of this review new SMART targets may be set and changes to intervention programmes may be made based on the outcomes of the child's progress and attainment. This will begin the next ACESS- PLAN- DO- REVIEW cycle.

The SEN register - this is a list of names of all the children in the school identified as having a special educational need. Children will be placed on the SEN register under the category of SEN Support/support plus and their area of need will be identified. Those pupils who have an Education Health Care Plan will also be on the SEN register under this category. The register is kept by the SENCO and can also be viewed by staff electronically through the school's Integris system.

6) IMPACT- MANAGING PUPILS' NEEDS ON THE SEN REGISTER:

If a child has been identified as having a special educational need, their targets and intervention/provision they have received will be reviewed. If progress is still an issue the SENCO will discuss the need for contacting other agencies. If this is thought to be appropriate, the parent/s and the child will be invited to discuss this and will complete an Inclusion Allocation Panel Referral form. If thought appropriate, a specialist from Bury's Additional Needs Team may complete some

work/assessments with the child at school. The agencies and professional services which can be accessed by the school are:

Bury Educational Psychology Service

Bury Additional Needs Team including:

- Communication Difficulties Team
- Cognition & Learning Team
- Sensory Needs team: Hearing & Vision
- Physical Difficulties & Medical Conditions Team

Portage

CYPiC (Children and young people in care)

School Attendance Team

Speech and Language Therapy

Occupational Therapy

Health visitors

School Nurse/Doctor

Community Disability Services

Behaviour Support- Primary Hub

Healthy Young Minds

A range of other voluntary support services i.e. Home Start

If additional support is necessary the SENCO monitors this and ensures regular involvement with parents and the child. Parents will also be directed to the Local Offer made by the local authority (link can be viewed on the SEN Information Report on the school website); to view information about provision they expect to be available across education, health and social care. Additional support agencies involved to remove a child's barrier to learning are listed on the school's provision map and records of this are kept in the SENCO's file. Where appropriate, and with the permission of parent/carer and professionals, school staff may attend professionals' appointments. Professionals' appointments may also be hosted at school.

If a child makes accelerated progress and it is decided to remove them from the SEN register the SENCO will make this change on the school Integriss system but close monitoring of their attainment and progress will continue as part of the rigorous whole school assessment tracking procedures.

If after additional support and advice, the school and/or parents are still concerned about a child's progress and attainment it may be necessary to apply to the local authority for additional top up funding or to request an Education Health Care Plan Assessment. An Early Help Family Support Plan or Team Around the Family form may also need completing at this point with parents to identify the current agency work. A formal assessment is then made to the local authority for a request for an Education and Health Care Plan. The SENCO collates information from other agencies and completes a full report including costing resources (human and physical), funding spent to date, interventions, other agency support and special equipment required, as well as the views of the parent/s and child.

EHC Plan Reviews:

If an EHC Plan is issued it must be reviewed annually. The SENCo, in consultation with the Headteacher, will organise and lead review meetings and invite:

- The child and child's parent/s
- The class teacher
- The LSA/TA, if applicable
- Any involved professionals – eg. specialist teacher, EP, CYPiC
- A representative of the LEA if appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the IEP targets and outcomes;
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills;
- Consider the appropriateness of the existing EHC in relation to the child's performance during the year, and whether to cease, continue or amend it;
- Obtain pupil's views and set new targets for the coming year.

Year 5 Annual Reviews are classed as Transition Reviews, and will indicate the provision required at Secondary School. At Year 6 reviews the SENCo of the Secondary School may be invited to attend. This transition planning enables the receiving school to plan appropriately for the new school year and gives the parents a chance to liaise with the Secondary colleagues.

With due regard to the time limits set out in the Code of Practice, the SENCo/Head will write a report of the annual review meeting and send it, with any supporting documentation, to the LEA. The school recognises the responsibility of the LEA in deciding whether to maintain, amend or cease the EHC Plan.

7) TRAINING:

Mrs S. Casey (SENCO) holds the National Award for SEN qualification 2011. This course has been beneficial to school and equipped her with the skills, knowledge and confidence to manage this demanding and complex role of SENCO. Mrs S. Casey regularly attends the Local Authority SENCO consultation meetings and courses on SEN updates and provision.

Staff receive updates on SEN reforms and practice through Professional Development Meetings. Staff attend in house training sessions as well as SEN courses run by the Bury LA Additional Needs Team. The SENCO meets with new members of staff to discuss her role and the whole school approach to providing high quality provision for children with a special educational need. Teaching assistants attend training on specific areas current to their role.

8) ROLES AND RESPONSIBILITIES:

Governors

The Governing Body has a statutory duty towards pupils with SEN and follows the guidance as set out in section 1 (iv) of the Code of Practice 2014. They maintain an oversight of this policy, the schools approach to provision and progress of SEN children, establishing the appropriate staffing and funding arrangements.

The Governor with responsibility for SEN is Mrs. C. Strangwood. The SENCO meets with the SEN Governor to discuss relevant SEN issues and to update the governors on recent government changes/reforms within SEN. The SENCO also submits data to the governing body's Curriculum and Standards Committee regarding the attainment and progress of SEN pupils.

The Head teacher

The Head teacher has responsibility for the day to day management of provision for all children including children with SEN. She will keep the governing body informed and work closely with the SENCO. The Head teacher and SENCO report to governors on the number of pupils with SEN and the effectiveness of the school's system for identification, assessment, provision, monitoring and record keeping, involvement with parents, outside support services and agencies and resource allocation. The Head Teacher is also the designated Child Protection officer and responsible for pupil premium/looked after children funding.

The SEN Co-ordinator

The SENCO has a fundamental role to play in providing for the needs of the SEN children. It is her responsibility to ensure that the school's policy is put into practice, the agreed systematic process for the identification, assessment and provision for SEN is employed correctly and to monitor and evaluate the school's provision.

The SENCO will also:

- Work within the guidance provided in the SEND Code of Practice 2014.
- Ensure the school's SEN Policy is monitored and reviewed annually.
- Co-ordinate the provision for children with SEN.
- Act as intermediary in the communication of information between parties involved with the child, Head teacher, parents, class teacher, teaching assistants and support services.
- Ensure evidence and information from education and health care is collated and stored appropriately.
- Ensure that Referral Forms/Early Help Family Support Plans are completed with parent/s and that the school's SEN records are maintained.
- Support and liaise with class teachers and teaching assistants, sharing developments in order to inform reviews and forward planning.
- Liaise with parents and governors.
- Monitor that the aims and objectives of existing Education and Health Care Plans and ensure these are being met.
- Provide advice and guidance for members of staff and parents where required.
- Purchase or liaise with subject co-ordinators in purchasing adequate resources to cater for special needs children within school.
- Contribute to the in-service training of staff to develop understanding and whole school approaches.
- Have involvement in the induction with new staff to inform them of School's SEN processes.
- Attend INSET to keep up to date on current issues.
- Monitor the quality and effectiveness of provision for pupils with SEN through observation.
- Review the support/teaching assistant timetable regularly with the Head teacher in line with current pupil needs.

Teaching Assistants

Teaching Assistants may be employed to support a specific pupil and meet the needs outlined in an EHC plan. They may deliver programs of work to children who require additional support on a 1:1 or small group basis. The children may be taught within the class setting or withdrawn for certain activities. Class teachers involve Teaching Assistants in the planning process. Teaching Assistants are informed of learning objectives for each activity, the needs of individual children, and their targets as identified through monitoring.

It is the responsibility of the Teaching Assistants to provide feedback to the class teacher and/or the SENCO on the progress of individual children and maintain progress records for their allocated pupils.

Class Teachers

A whole school approach is fundamental to the school's policy for children with SEN. All staff members are responsible for providing all pupils with quality first teaching. Staff work together to develop and review the provision for pupils with SEN. The SENCO is available to provide support for staff on identifying, assessing and providing appropriate provision to meet a child's needs.

It is the responsibility of all stakeholders of the school to follow the steps outlined in the Anti-Bullying Policy to ensure and mitigate the risk of bullying of vulnerable learners at St. Mary's Primary School.

Partnership with Parents/Carers

A child's parents/carers have a wealth of knowledge and information about their child. They can also provide a valuable source of support for their child's learning at home. Early identification of SEND through meetings, liaison with the SENCO and recognition of the importance of the parental role ensures the school involves parents in partnership.

It is important that parents/carers and school work together to ensure that all children reach their full potential. The nature of the child's needs is discussed sensitively with parents and they are given the opportunity to provide any background information regarding external influences which may be affecting their child. A child's strengths will always be discussed as well as their difficulties. Parents/carers are asked to contribute to the child's learning/behaviour targets at home.

To help keep parents/carers fully informed regarding SEN, the school's SEN Information Report can be accessed on the school website as well as a link to the LA local offer. Parents who feel they need further support with SEN issues will be directed to the following services which provide further advice and support for parents and carers of young people with SEND:

- Bury SENDIASS (Special Educational Needs Disability Information Advice Support Service) - provides free impartial information, advice and support to disabled children and young people aged 0-25, and those with SEN.
Telephone 01706769634
- Bury2gether - a community support network, for parents and carers of young people with SEND who access services in Bury.
Website: www.bury2gether.co.uk/Email: bury2gether@gmail.com/Facebook: facebook.com/groups/bury2gether

The Voice of the Child

Taking pupils' own views into consideration throughout their school experience is crucial to helping them be successful. The United Nations Convention on the Rights

of the Child states that, 'Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them.' (See Article 12 & 13) This view is endorsed by the SEND Code of Practice.

At St Mary's we encourage all pupils to participate in their learning, with self-evaluation exercises and target setting. For SEN children we also encourage participation, where possible taking into account age/level of communication, by involving the children in the IEP target setting and review process. We believe that this helps the children to take ownership of their targets, the work that needs to be done to achieve them and really own the successes at the end.

Links with other schools and Transition arrangements

In order to make times of transition a smooth and positive experience, links are made by the SENCo and our own Nursery and Reception staff, with the nurseries/play groups/parent & toddler groups that children are coming from, including making visits to those settings when deemed a necessary and informative exercise (ie. to observe a child in that setting before they come to St Mary's).

If a child is admitted to St Mary's after the usual admissions date, then the school liaises with the child's former school and requests details/SEN documents that will help the successful and smooth integration of that child into their new setting.

Links are also made between the Year 6 class teacher and the local secondary schools. Additional visits to these schools are arranged for our Year 6 SEN pupils. Teachers from these schools come into St Mary's to talk to the children, and they meet with St. Mary's Year 6 teacher and SENCo to discuss each child's needs.

The SENCO liaises closely with the SENCOs of the receiving Secondary School to ensure that pupils who have EHC Plans and those following Wave 3 interventions have a successful transition and that all records and information is transferred.

9) STORAGE AND MANAGING INFORMATION

SEN documents will be stored in accordance with the school's Safeguarding policy and the Confidentiality Statement.

Information collected about a child's SEND will be treated as confidential and stored by the SENCO. Information will only be communicated to appropriate persons with the knowledge and agreement of the child's parents, the Head teacher or the SENCO once a Referral form/Early Help Family Support plan is completed.

Confidential information regarding a child's SEND is kept in the SENCO's file in the locked cupboard of the SEN room and Safeguarding documents are stored in the locked cupboard in the Head teacher's office. The file and confidential information

from it should not be removed without permission. If information on a child is required from the file, the information on that child only should be removed and returned promptly.

The file contains past and current reports/documents for individual children as well as current targets that the children are working towards. The class teacher should keep all other class targets and parents will be given copies of these termly.

Any electronic data for SEN pupils is kept on the SENCO's encrypted pen drive, which is password protected, to ensure secure transfer of electronic information.

Correspondence between the SENCO and other agencies via email uses a secure address.

10) COMPLAINTS

The School follows Bury's LA procedure for dealing with complaints.

If parents of a child with SEN have a complaint they should arrange a meeting with the SENCO who will aim to resolve the issue, if necessary involving the class teacher or Head teacher. More complex issues maybe referred to the following services which provide further advice and support for parents and carers of young people with SEND:

- Bury SENDIASS (Special Educational Needs Disability Information Advice Support Service) - provides free impartial information, advice and support to disabled children and young people aged 0-25, and those with SEN.
Telephone 01706769634
- Bury2gether - a community support network, for parents and carers of young people with SEND who access services in Bury.
Website: www.bury2gether.co.uk/Email: bury2gether@gmail.com/Facebook: [facebook.com/groups/bury2gether](https://www.facebook.com/groups/bury2gether)

If still dissatisfied, parents would have the right to address the school's SEN Governor for consideration of their case by the Governing Body.

Signed:

Mrs. S. Casey
SENCO

Signed:

Mrs. S. Jones
Head teacher

Date: April 2020