

Special Educational Needs and Disability Policy



St Martin's Catholic Primary School

Approved by: Gill Walton Chair of Governors **Date:** March 2021

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Our Mission Statement

At St. Martin's Catholic Primary School, the Governors and staff, in partnership with the parents, aim to help each child realise their full spiritual, moral, academic and social potential in a happy, caring, catholic community in which each member feels valued.

1. Introduction

St. Martin's Catholic Primary School values all pupils equally and all pupils in the school have access to a broad and balanced curriculum. In school, most pupils' educational needs are met through normal classroom arrangements but there are some pupils who require additional support. These pupils have Special Educational Needs and/or disability, hereafter referred to as SEND. The school recognises that every pupil is entitled to have his/her particular needs addressed and that all pupils are entitled to experience success. All staff accept responsibility for providing all children with realistic learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches.

This policy outlines the aims of SEND provision, the definition of SEND, the roles and responsibilities of the Governing Body, Head teacher and Staff and the structure of provision for SEND at St. Martin's Catholic Primary School and is based on the 'Special Educational Needs Code of Practice' (2014) and the 'Equality Act' (2010) and Children and Families Act 2014.

2. What is a Special Educational Need:

Under the Children's and Families Act 2014 (section 20) a Special Educational Need is defined as:
"when a child has either a learning difficulty or disability and they need special educational provision (SEP) to be made for them. SEP is defined as any education or training provision which is additional to or different from that generally made for others of the same age in mainstream schools or post16 institutions in England"

Children have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools,

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill).

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

3. Aims:

- To work within the guidance provided by the SEND Code of Practice on the identification and assessment of special educational needs
- To follow the guidelines laid down by Halton Education Authority in line with DFE guidance and the relevant legislation
- To work in partnership with the child, parent/carers, all staff, governors and outside agencies
- To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs through all staff sharing responsibility for SEND
- To ensure that children are given appropriate support to allow every child full access to the National Curriculum in a positive framework
- To recognise the importance of early identification and if the child's difficulties prove less responsive to the provision made by the school, then an early start can be made in considering the additional help the child may need
- That where a child is identified as having special educational needs, a school based support plan will be drawn up tailored to each individual child's needs. Realistic targets will be set and the plans will be reviewed/evaluated regularly and involve the child, parent, teacher and all support services
- To enhance self-esteem by providing appropriate support and targets
- To use a variety of complementary approaches to support the class teacher and child – differentiation, 1-1, group, whole class, within the class or withdrawal when appropriate.
- To include the child within the class, wherever and whenever practicable
- To endeavour to use all resources appropriately and efficiently
- To monitor progress and make effective use of interventions as necessary
- To make full use of all the support agencies that have been made available through the LA and beyond

4. Roles and Responsibilities:

All teachers teach children with special educational needs. Teaching SEND children is therefore very much a whole school approach. At the heart of good teaching is recognition of this responsibility. Provision for children with SEND is a matter for **all** school staff together in addition to the governing body, head teacher, SENDCO.

Policy Determination	Governors & Head teacher
Establishment of appropriate staffing	Governors & Head teacher
Monitoring work on SEND	Headteacher to monitor SENDCO SENDCO to monitor whole school implementation of Code of Practice
Day to day management	Head teacher /SENDCO
Management of Interventions and TA's	SENDCO
Day to day operation	SENDCO

The Governing Body:

The Governing Body has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs. The governing body does its best to secure necessary provision for any pupil with SEND. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents and carers on the school's policy for SEND children. The governing body ensures that parents or carers are notified of any decision by the school that SEND provision is to be made.

The SEND governor (Kathy Hodgekinson) has specific oversight of the provision for pupils with SEND and ensures that all governors are aware of the school's SEND provision, including funding, equipment and personnel.

The Headteacher:

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work. 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 SENDCo, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Head teacher and the SENDCo will identify areas for development in special educational needs and contribute to the school's improvement plan

SEND Co-ordinator:

The SENDCO has responsibility for

- overseeing the day to day provision of the school's SEND policy
- coordinating provision for children with SEND
- Liaising with and giving advice to teachers and teaching assistants
- Overseeing pupil records and monitoring their progress
- Liaising with parents of children with special educational needs
- Contributing to staff training
- Liaising with external agencies including the educational psychology service and other support services
- Consultation with the class teacher to ensure that appropriate provision is planned and implemented and that reviews take place

5. Identification, Assessment and Provision:

Broad Areas of Need:

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

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

The Graduated approach:

Early identification, assessment and provision are essential. The sooner action is taken, the more successful it is likely to be, enabling the child to learn and progress at an appropriate rate for the child. In order to help children with SEND, St. Martin's adopts a graduated approach that recognises there is a continuum of special educational needs. The school will record the steps taken to meet the needs of the individual. The SENDCO will have responsibility for ensuring that these records are kept up to date and available if needed.

Differentiation – First quality teaching requires differentiation in class

Monitoring – The class teacher to identify a child to the SENDCO. The child and progress is monitored

School Based Support – Extra support needed which is additional and different from above

Further School Based Support – External services advise and inform SBSP. The Educational Psychologist will assess/observe the child.

Statutory Assessment – Pupil continues to receive support at School based support but an application is made to SEND panel to consider statutory Assessment.

Education, Health Care Plan – Pupil has a plan detailing the pupil's needs and the provision to be put in place to meet those needs from all agencies.

School Based Support: When a class teacher or SENDCO identifies a child with special educational needs the class teacher will provide interventions that are additional to those provided as part of the school's differentiated curriculum. This is called school based support. This will be for children who despite receiving differentiated learning:

- Make little progress over a term despite targeted teaching.
- Show signs of difficulty in developing literacy or numeracy skills.
- Present Social, emotional or mental health difficulties, which are not improved by the techniques usually employed by the school.
- Have sensory or physical problems and continues to make no progress despite the provision of specialist equipment.
- Have a communication and/ or social interaction difficulties and make little progress despite provision of a differentiated curriculum.

The SENDCO and the class teacher will decide the action needed to help the child to make progress in the light of earlier assessment. This may include:

- Differentiated learning materials or special equipment.
- Extra adult time to devise the nature of planned intervention and to monitor its effectiveness.
- Group work and some 1:1 support.
- Access to outside agencies for specialist support and advice.

School Based Support Plans:

Strategies employed to enable the child to progress will be recorded within a School Based Support Plan (SBSP). Some children may also benefit from a Group Support Plan.

The SBSP will include:

- The targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- Outcomes to be recorded every half term when the SBSP is reviewed

The SBSP or Group Support Plan will record that which is additional to, or different from the differentiated curriculum and will focus on no more than three targets that match the individual or groups' needs. The SBSP will be reviewed by the class teacher once a half term. The views of the parent and child will be sought when setting new targets.

Further School Based Support

Further School Based Support is when an outside agency is consulted to assist in supporting the child. The triggers for further support will be that despite receiving support under School based support the child:

- Continues to make very little progress over a sustained period and continues to work at levels well below expected for children of same age
- Has social, emotional and mental health difficulties which substantially and persistently interfere with the child's own learning or that of a class group
- Has an on-going communication or social interaction difficulty that impedes the development of social relationships and causes barriers to learning

Discretionary Top-Up Funding:

Where a request for discretionary top-up funding is made by the school to the LA, the child will usually have demonstrated significant cause for concern. The LA will need information about the child and their progress over time, and will also need documentation in relation to the child's needs and any action taken by the school to deal with those needs, including any resources or special arrangements in place. This may include:

SBSP'S, regular reviews and outcomes, pupil's medical needs, educational assessments, parental views, other agency involvement, any interventions the child has had.

A child may immediately need support via discretionary top up funding for instance if they have transferred into the school or joined in Reception class.

The LA may decide that the child will receive discretionary top-up funding, the child will then receive additional resources from the LA in order to meet the child's individual needs.

This funding will be reviewed annually with parents, pupil, LA, the school and professionals invited to consider whether any amendments need to be made.

Once a child has received discretionary top-up funding for a sustained period, if no progress is made then a request for an Education Health and Care plan (EHCP) will be made.

Referral for an Education, Health and Care Plan:

If a child has lifelong or significant 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 a 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 decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including: · Parents · Teachers · SENCO · Social Care · Health professionals Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about EHC Plans can found via the SEND Local Offer:

<https://localoffer.haltonchildrenstrust.co.uk/education-health-social-care-plan/>

6. Supporting Pupils and Families:

St. Martin's Primary School is committed to working closely with parents. Teachers meet parents regularly throughout the year. Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENDCo. Parents are encouraged to be involved with target setting for personalised plans. Some home activities may be provided. Parents and pupils are invited to target setting meetings and to review progress. Parents of children with EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves.

Pupils with SEND often have a unique knowledge of their own needs and circumstances and their own views regarding the type of support, which is needed. Pupils participate in discussions regarding the setting of learning targets, which are included in the SBSP. Pupils on School Based Support are given the opportunity prior to reviews to answer questions about their progress, support, likes and dislikes and complete the one page profile.

7. Transition & Secondary Transfer Arrangements:

Transition is an important stage in the life of a pupil. There are whole class transition programmes in place for all year groups. The SENDCO and Year 6 teaching staff liaise with SENDCOs and teaching staff from secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer. The child will have the opportunity to visit the high school on several occasions. We strive to ensure the parents and child transfer as smoothly as possible in a supportive and effective manner.

8. Admissions:

The published admissions criteria apply to all pupils. The school welcomes application for admission from the parents of pupils with SEND. The school has complete wheelchair access in the building. The school has one toilet for disabled pupils. The Governing Body makes every effort to accommodate a pupil's particular needs.

9. Allocation of Resources:

The Local Education Authority provides the school with a budget towards meeting the needs of pupils with SEND. This money includes funding for pupils with Education Health Care Plans (EHCPs). In addition, the school plans and provides for pupils with SEND from its own main budget. The school spends this money on:

- Teaching assistants
- Training for teachers and Teaching assistants
- SEND Resources

10. Data Protection and confidentiality

Data regarding pupils with SEND is stored securely and staff adhere to the school's confidentiality policy within the Staff Code of Conduct. The staff are aware of GDPR protocols.

11. SEND Policy review

This policy will be reviewed by the governing body annually or in light of any changes to relevant staff, legislation or statutory guidance and amended when necessary.

12. Complaints Procedure:

The complaint procedure for special educational needs mirrors the school's other complaint procedures. Should a parent or carer have concerns regarding the provision of support for a child with SEND they are encouraged to contact the school at any time. Initially please contact the SENDCo or Headteacher. If your issue is not resolved, then further contact with the Governors may be necessary. The school may need to refer any complaints regarding external agencies and Education Health and Care plans onto the Local Authority as they may not be covered by the school complaints policy. The school will make further information available about this on request.