St Mary's Catholic Primary School

At St. Mary's we live and learn sharing God's love

Special Educational Needs and Disability –

(SEND) Policy

September 2022

We at Leyland St. Mary's Catholic Primary School are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible education and other outcomes. In line with our mission statement, "As a Catholic school community we strive to live as a Christian family, showing our love for God in the way we treat each other with dignity and respect, and by promoting the development of each child as a unique individual", 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 (September 2014) 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 (September 2014)
- Schools SEND Information Report Regulations (2014)

This policy has been created by the school's SENDCO and is to be used initially for consultation purposes with governors, staff and parents & carers of pupils with special educational needs and disability.

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:

- Build upon the strengths and achievements of the child.
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision (SEP) made for them.
- Assess children regularly so that those with SEND are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.

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 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.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP).

A Graduated Approach to SEND Support

The school is committed to early identification in order to meet the needs of children with SEND. 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 (termly), half termly Pupil Progress discussions, termly Pupil Progress Review meetings or end of year Statutory Assessments. Teachers will then consult the SENDCO 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 focussing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress, then the teacher will consult the SENDCO 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 overseen by the SENDCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENDCO will be responsible for liaising with those agencies. The SENDCO will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENDCO will keep an up to date chronology for each

child with SEND, including keeping records of provision and the impact of that provision. The class teacher or specialist teacher will maintain the personalised plans (SEND Individual Action Plans/IEPs/IBPs) and keep them updated.

ASSESS - The teacher and SENDCO 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 SENDCO, 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 – Class teachers write Individual Education/Behaviour Plans (IEP/IBP) for any child receiving SEND support three times a year. Parents and pupils will receive a copy of the plans which will include the expected outcomes, actions and strategies and provision to be used. Where specialist teachers or external agencies are involved, they are responsible for writing a SEND Individual Action Plan or Episode Plan.

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

REVIEW- The progress of the pupil will be reviewed continually by the class teacher and targets will be adapted and added as appropriate. This is monitored by the SENDCO and the SEND team. At the end of the specified period of intervention the IEP/IBP will be evaluated and a new one will be put in place. Action Plans and Episode plans will be reviewed by both the class teacher and the specialist teacher.

The school's Local Offer can be found on the school website: www.st-marys-leyland.lancs.sch.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.

Statutory Assessment of SEND

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 Education/Behaviour plans (IEP/IBP) or external agency SEND Action Plans/Episode Plans
- records of reviews and their outcomes
- IEP/Intervention monitoring forms
- 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 who 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

Annual Review of the EHC Plan

All EHC Plans must be reviewed at least annually. The SENDCO 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 SENDCO will record the outcomes of this meeting and ensure that it is sent to the LA.

Criteria for removing/suspending Special Educational Provision

A child may no longer require SEP, 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

This policy forms part of the school's SEND Information Report, this can also be found on the school website at: www.st-marys-leyland.lancs.sch.uk

The school is committed to working closely with parents. Parents meet with school staff twice yearly at Parents Consultations. All copies of SEND Individual Action Plans, Episode Plans, IEPs/IBPs are sent home and parents are given the opportunity to reply to these using the IEP/IBP reply slip. At St. Mary's we operate an open door policy where parents are encouraged to speak with staff if they have any concerns or queries. Where appropriate, parents

are made aware of the Information, Advice and Support Services (IASS), formerly Parent Partnership Service, and supported to engage with external agencies.

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.

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.

If a teacher is concerned about the welfare of a child they should consult the Family Support Worker and/or SENDCO. For child protection concerns the teacher should contact one of the Designated Senior Leaders (Family Support Worker, Head Teacher or Deputy Headteacher)

Depending on the special educational needs of the children different agencies may be involved e.g. Educational Psychologist, Occupational Therapist, specialist teachers, Speech and Language Therapist, Physiotherapist, Psychiatrist, the Traveller Service.

The School's Child Protection Co-ordinator is Julie Beard

The current School's Child Protection Governor is Mrs Sue Mills

Admissions

Pupils with special educational needs will be admitted to Leyland St. Mary's 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, Leyland St. Mary's 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 endeavours to collect all relevant information and plan a relevant differentiated curriculum. The Admissions policy is available on the school website: www.st-marys-leyland.lancs.sch.uk

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/or SENDCO and the Pastoral Team will meet with the secondary school to discuss SEND records and the needs of the individual pupils. For pupils with a statement or EHC plan, 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 children may also have special educational needs (SEN) and in addition to this some children will have an 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 (2014) is followed.

NB The school's policy on medicines is published on the school website at: www.st-marys-leyland.lancs.sch.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 to Governors.

Training and resources

Governors will ensure that there is a suitably qualified SENDCO who has the time necessary to undertake the role. 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.

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 SENDCO.

The SENDCO will keep abreast of current research and thinking on SEND matters.

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

The SENDCO 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.

SEND training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members. There is a SEND training session for all support staff as required.

Funding received for an Education Health Care Plan is allocated to ensure appropriate provision.

Roles and Responsibilities

The Governing Board

The SEND Governor, Sue Mills, will support the Governors to fulfil their statutory obligations by ensuring:

- the Curriculum Committee receives a termly report to update progress of children on the SEND register
- the SEND policy is reviewed annually
- the governors' annual report details the effectiveness of the SEND policy in the last year, any significant changes to the SEND policy, why they have been made and how they will affect SEND provision
- the school's Local Offer is updated annually which 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. The Headteacher will keep the Governing Board 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 Headteacher and the SENDCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

The Special Educational Needs Co-ordinator (SENDCO)

The SENDCO is: Miss Mary Moriarty

Qualifications: - QTS

The SENDCO is responsible for:

- co-ordinating SEND provision for children
- liaising with and advising teachers
- maintaining the school's SEND register and overseeing the records of all pupils with special educational needs
- along with class teachers, 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 IEPs/IBPs are written and that reviews take place
- overseeing intervention across the school
- monitoring the impact of intervention across the school

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 SEND. They work together with the SENDCO to formulate and review IEPs/IBPs and to maintain all SEND records. This is stored electronically on CPOMS (a secure online platform). This is kept up to date and is accessible to key members of staff.

Storing and managing information

In line with GDPR 2018:

The confidential nature of SEND information is fully recognised at Leyland St. Mary's Catholic Primary School. Hard copy files are stored in the SEN storeroom or locked SEND filing cabinet. Electronic files are stored with the SENDCO on a secure SEND drive. This is backed up on a daily basis to a secure area of the school server. During 2018 the school moved to recording and storing information on CPOMS, an online management system for secure data storage. CPOMS is a secure, password protected online platform. The records can only be accessed by key members of staff. Authorisation applies to: the Headteacher, Deputy Headteacher, SENDCO, SEND admin staff and, where appropriate, key staff working with the child. When necessary, documents are shared using either CPOMS or Egress Secure Mail, both of which are password protected and these passwords are kept securely.

Reviewing the policy

The policy will be reviewed as part of the school's evaluation cycle. The policy is due for review in September 2023.

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. Leyland St. Mary's Catholic Primary School publishes its accessibility plans within its Local Offer. This can be found on the website at www.st-marys-leyland.lancs.sch.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 SENDCO
- 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

Bullying

Bullying is taken very seriously at Leyland St. Mary's Catholic Primary School. To view the school's policy on anti-bullying, see the school's website at www.st-marys-leyland.lancs.sch.uk

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

Signed M Moriarty

SENDCO

Signed L O'Mahony

Headteacher

Signed S Mills

Chair of Governors

Date of review September 2022

Date of next review September 2023