



St. Mary's C.E. (A) Primary School

Greenfield

Special Educational Needs and Disabilities Policy 2020-2021

'We enjoy learning and achieving in a Christian environment'

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POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES
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Mission Statement

'We enjoy learning and achieving in a Christian environment'

Every Child Matters at St. Mary's

St. Mary's wants every child to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. This policy has been written with careful consideration of the Every Child Matters Agenda.

Healthy School Statement

St. Mary's is a Healthy School with healthy attitudes embedded in the curriculum and extra-curricular activities. Children are encouraged to be active and maintain healthy relationships with their peers and adults as well as making choices about healthy lifestyles.

Building Learning Power Statement

At St. Mary's, we encourage all pupils to build their own learning power. Building Learning Power emphasises the development of lifelong learning values and skills. We aim to ensure that all children develop persistence and curiosity for learning and become adventurous risk takers who are not afraid of the 'don't know' state of mind. At St. Mary's, children will develop the ability to take responsibility for their own learning and self assess and be able to articulate themselves as a learner. They will have the opportunity to develop the ability to know what's worth learning, know how to face confusion and know the best learning tool for the job. This policy was revised through a process of full staff consultation in Spring 2019.

This policy was approved and adopted by the Governing Body in Spring 2019

In accordance with the Policy review cycle, as outlined in the SIP, this Policy will be reviewed in 2020

Introduction

St. Mary's School seeks to develop all children to their fullest potential: spiritually, morally, personally, emotionally, socially, intellectually, creatively and physically.

Our Special Educational Needs and Disabilities (SEND) Policy is based on the principles underpinning the Code of Practice 2014.

- a) The views, wishes and feelings of a child, or young person, and their parents
- b) The importance of the child or young person, and their parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions

- c) The need to support the child or young person and their parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

The principles are designed to support:

- a) The involvement of children, young people and parents in decision making
- b) The identification of children and young people's needs
- c) Collaboration between education, health and social care services to provide support
- d) High quality provision to meet the needs of children and young people with SEND
- e) Greater choice for young people over their support
- f) Successful preparation for adulthood, including independent living and employment

Meeting the Objectives

The Governing Body will maintain an oversight of the school's approach to, and provision for, pupils with SEND.

The SEND Governor will monitor the school's provision for pupils with SEND by liaising with the Head teacher and the school's SENCO. A termly report on SEND is included in the Head Teacher's Report to Governors.

The Head teacher will keep the Governing Body informed and liaise with the SENCO.

The Governing Body ensures:

- that there is a qualified teacher designated as SENCO for the school
- understands how the school identifies children with SEND and what happens once a pupil has been identified
- understands how SEND funding has been allocated and spent including who is responsible for the spending
- will ensure that information is published on the website about the implementation of their policy for pupils with SEND, up-dated annually or when information changes

The SENCO, along with the Head Teacher and Governing Body, determines the strategic development of SEND policy and provision in school.

Admission arrangements for children with SEND

The Governors' Admission Policy, as laid out in the school prospectus, will apply to all applications for admission.

SEND Information Report

We have published on the school website information about identifying, assessing, reviewing and supporting children.

Role of the Inclusion Manager

The Inclusion Manager is Janine Parkin. This role incorporates the SENCO role and Pastoral Lead. The Inclusion Manager holds the NASENCO (National Award for Special Educational Needs Coordinators) post-graduate qualification.

The designated teacher is responsible for:

- a) the day-to-day operation of the SEND Policy and co-ordination of specific provision made to support children with SEND
- b) providing professional guidance to colleagues
- c) working closely with staff, parents and carers and other agencies
- d) having an awareness of the Local Offer and working with professionals to ensure that children with SEND receive appropriate support and high quality teaching

The key responsibilities include:

- a) overseeing the day-to-day operation of the schools' SEND Policy
- b) co-ordinating provision for children with SEND
- c) liaising with the relevant designated teacher where a looked after pupil has SEND
- d) advising on a graduated approach to providing SEND support
- e) advising on the school's delegated budget and other resources to meet
- f) pupils' needs effectively
- g) liaising with parents of children with SEND
- h) liaising with Early Years providers, other schools, educational psychologists,
- i) health and social care professionals and independent or voluntary bodies
- j) being a key point of contact with external agencies, especially the LA and
- k) LA support services
- l) liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- m) working with the Head Teacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- n) ensuring that the school keeps the records of all children with SEND up-to-
- o) date

Funding for half a day release on a weekly basis for the SENCO is prioritised in the school's SEND budget in order to have sufficient time and resources to carry out the necessary functions. Termly review meetings are arranged in addition to this release time, providing the SEND budget allows.

Identification and Assessment of pupils with SEND

SEND provision can be considered as falling under four broad areas:

- 1) Communication and interaction
- 2) Cognition and learning
- 3) Social, mental and emotional health
- 4) Sensory and/or physical

- 1) Pupils with communication and interaction difficulties may:
 - a) Struggle to communicate with others

- b) Experience problems taking part in conversations either because they find it difficult to understand what others say or because they have difficulty with or have difficulty with fluency and forming sounds, words and sentences
- c) Hear or see a word which they don't understand the meaning of, leading to words being used incorrectly or out of context
- d) Have difficulty understanding the world in the way others do
- e) Struggle with social interaction and imagination
- f) Be distracted by certain stimuli
- g) Have problems with change to familiar routines
- h) Struggle with co-ordination and fine-motor functions

2) Pupils with cognition and learning needs may:

- a) Learn at a slower pace than their peers
- b) Have difficulty acquiring basic Literacy or Numeracy skills
- c) Struggle to understand concepts
- d) Have speech and language delay
- e) Have low self-esteem
- f) Have low levels of concentration
- g) Have under-developed social skills
- h) Avoid reading or writing tasks
- i) Show a discrepancy between achievement and general intellectual ability

3) Pupils with social, mental and emotional health needs may:

- a) Have immature social skills
- b) Find it difficult to make and sustain healthy relationships
- c) Become withdrawn or isolated
- d) Demonstrate challenging, disruptive or disturbing behaviour

4) Pupils with sensory and/or physical needs may:

- a) Have visual impairment
- b) Have hearing impairment
- c) Have multi-sensory impairment
- d) Have a physical disability

A Graduated Approach

Identification in Early Years Foundation Stage

In addition to the formal checks on the Foundation Stage Profile, Reception staff monitor and review the progress and development of all children. They take into consideration progress in communication and language, physical development and personal, social and emotional development. Where progress gives cause for concern, staff work in partnership with parents/carers to develop a plan to ensure children with SEND receive the right level of support for their future learning development.

Identification in Key Stage 1 and Key Stage 2

Teachers are responsible and accountable for progress and development of the pupils in their class. This includes when pupils access support from teaching assistants. Identification is built into the school's monitoring systems.

Class teachers, supported by the SLT, regularly assess all pupils.

Extra support is put in place where pupils are falling behind or not making adequate progress.

If a SEND is suspected, whilst staff are informally gathering evidence, general teaching support is put in place where required.

Adequate progress is measured in terms of if the progress is similar to that of a pupil's peers starting from the same baseline, if progress matches or better the child's previous rate of progress, closes the attainment gap between the child and their peers, prevents the attainment gap growing wider.

Where a pupil continues to make inadequate progress despite high quality teaching in the areas of concern, the class teacher, in discussion with the SENCO, assess whether the pupil has a significant learning difficulty and decide what support is required to meet the needs of the child.

An assess, plan, do, review model is used:

Assess

Staff monitor pupils if they suspect that a child is having difficulty in any way. This may take the form of checklists, recording incidental problems that may arise, etc. High quality formative assessments are used. Analysis of a pupil's needs will consider teacher's assessment and experience of the pupil, progress and attainment information, behaviour, development in comparison to peers, view and experiences of parents and the child's views. Concerns raised by a parent are taken seriously and recorded with the school's assessments.

Plan

Staff meet with parents of pupils who are demonstrating SEND needs. In the discussion it may be that both parties agree that the child should be placed on the SEND Register. Parents are asked to sign a consent form. The teacher would formulate a Support Plan with targets to enable all staff who work with the child to have an awareness of their needs.

Do

The class teacher is responsible for working with the child on a daily basis. The class teacher retains responsibility for any pupil who is accessing interventions outside of the classroom, and works closely with the teaching assistant to plan and assess the impact of interventions. The SENCO supports the class teacher in further assessments of a child's strengths and weaknesses, in problem solving and in advising on the effective implementation of the support.

Review

The effectiveness of support and impact of the child's progress is reviewed. The class teacher and SENCO revise the support, in terms of progress and development. For children who are SEND Support, the SENCO and class teacher review the child's progress against their Support Plan targets with parents on a termly basis at review meetings. Support is revised, based on progress and development, future targets are agreed and a new Support Plan is subsequently written by the class teacher. Professionals from external agencies are invited where necessary.

Support from external agencies

School access support from QEST and the Educational Psychology Service for observations, assessment and consultations. We also liaise with other external agencies, including a counselling service, Healthy Young Minds (CAMHS), Speech and Language Therapy (SALT), Occupational Therapy (OT), physiotherapy, the Visual Impairment (VI) and Hearing Impairment (HI) services.

Education Health Care Plan

Where provision required to meet the pupils' needs cannot reasonably be provided from within the resources normally available to school, a statutory assessment may be necessary. This may result in an Education Health Care Plan (EHCP) awarded to the child. EHCPs are a co-ordinated approach of assessment and planning with all relevant services involved in working with the child, which puts the child and their parents at the centre of decision making.

The SENCO arranges and facilitates a Person Centred Planning meeting/Person Centred Review, with the child and their parents, school staff and relevant external agency staff, for children who school are in the process of applying for a statutory assessment for, or are indeed in receipt of an EHC Plan, to celebrate success and plan next steps. Desired outcomes form the basis of the meeting, with the views and wishes of the pupil and parent taken into consideration. This determines the support and provision.

Allocation of Resources

An amount of funding is identified within the school's overall budget: the notional SEN budget. This is not a ring-fenced amount and is the responsibility of the school to provide high quality, appropriate support from the whole of its budget.

School will provide additional support which costs up to a nationally prescribed threshold per pupil per year.

School receives Pupil Premium funding for children who have free school meals (FSM) or who are looked after children (LAC). Resources may be allocated to provide materials or equipment or classroom support as available.

Facilities for children with SEND

The school is a two storey building. There are stairs between the two floors. There is wheelchair access to the upper and lower floors but not in between. There is a disabled toilet on both storeys. Internal modifications have been made, such as lower hand rails and yellow lines on stairs.

Curriculum Access

The Learning Challenge Curriculum provides cross-curricular opportunities to meet National Curriculum requirements. Children are involved in class, group or individual work as appropriate. High quality teaching, which is differentiated and personalised, will meet the needs of the majority of pupils within the classroom. School will provide for the needs of pupils who require something additional to or different from the majority of children.

Provision

Planning

Each teacher is responsible for planning a differentiated approach to support the learning needs of children with SEND, ensuring inclusion for all.

Differentiation begins with an evaluation of a child's present skills, attitudes and needs. In planning to meet the individual needs of the children, the teacher plans a variety of tasks which:

- a) Provide the opportunity for a child to work at his or her own pace or level
- b) Enable a variety of outcomes linked to objectives
- c) Support the child with resources
- d) Provide a scaffold for working independently
- e) Teachers will monitor tasks by setting specific targets to encourage the children to remain on task

Support

Support for children with SEN may be provided by:

- a) The teacher working with an individual or small group
- b) The Teaching Assistant working with an individual or small group
- c) Peer groups, e.g. individual children working in small groups supporting each another
- d) Technology support such as specific ICT programmes.
- e) Resources, e.g. sloping boards, reading windows, coloured overlays, adapted worksheets
- f) Supporting achievement, e.g. display of good work, good work stamps and stickers, team points, awards and certificates

Learning Interventions

We provide targeted support sessions on a 1:1 and/or group basis. The interventions are overseen by the SENCO, delivered by an experienced and skilled SENTA and monitored and reviewed regularly. Success is shared with the Head teacher and SEND Governor. The pupils are withdrawn from the classroom for the intervention sessions.

We have a number of resources and programmes which support children who have Speech, Language and Communication Needs, Dyslexia, Dyscalculia including: Beat Dyslexia, Active Literacy Kit, Toe by Toe, 5 Minute Box, Phonological Awareness Training, SNIP, Stern Maths, Numicon and Power of Two.

There are opportunities for pupils with Speech, Language and Communication difficulties to access sessions of Lego Therapy or Social Skills as the need arises.

The SENCO and SENTA have a Speech, Language and Communication qualification in APT Level 3 Speech and Language Support for 5-11s. They have a Certificate in Understanding Autism. They have a wide knowledge and experience of supporting children with Dyslexia.

Pastoral Intervention

We provide pastoral support for social, mental and emotional health needs, anxiety, low self-esteem, etc. Social Skills groups or the Circle of Friends approach are delivered where necessary to meet the needs of children.

The following resources/programmes are used to support the children with Social, Mental and Emotional Health Difficulties or who are on the Autism Spectrum: Socially Speaking, Socially Talented and Time to Talk.

Transition

The SENCO liaises with the Early Years SEN Support Service to gather information on the SEND history of the child and current support and provision. Relevant information is shared with Reception staff and targets and strategies are discussed for the Support Plan, which is put in place for September as the child starts school. The SENCO and Reception class teacher attend transition reviews at feeder pre-schools for children identified with SEND where parents, pre-school staff and educational and health care professionals are present.

In terms of transition to secondary school, teachers with SEN and/or Y7 responsibilities from receiving secondary schools establish contact with all children who will be attending in September. The SENCO completes a transition document for each child and the appropriate records are sent to the receiving schools. Transition visits are arranged for vulnerable children where necessary.

Staff INSET and Training

Training opportunities are provided within the Oldham LA specifically for the SENCO and staff. Dissemination then takes place within the school through school based in-service sessions. The SENCO also leads staff training in important relevant issues, e.g. Dyslexia, Speech and Language needs, etc. Staff are also supported by the SENCO as necessary, in terms of advice.

Signed: G McGuffie
Chair of Curriculum and Policy and Standards Committee

Date: Spring 2019

Policy Review: Spring 2020