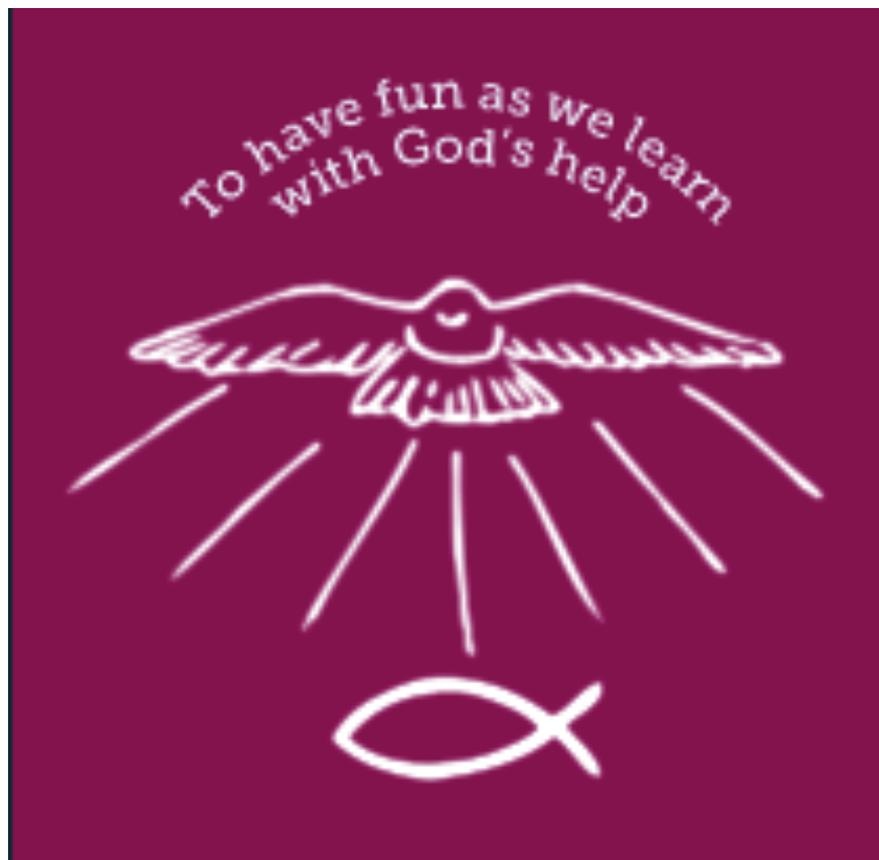


St Margaret Clitherow
Catholic Primary School



Special Educational Needs and Disabilities Policy

November 2019



Our Mission



Learn to love, love to learn

Our Mission is to provide a Catholic education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life. We insist on the highest standards of academic achievement so that our young people leave us as ‘agents of change’ – educated and caring people who have the qualifications, knowledge and skills they need to flourish as human beings and make the world a better place. We are committed to our mission and to raising standards in order to provide an excellent Catholic education for every child in our care. We work together as one Trust, one family of schools, a community inspired by a vision for excellence.

We aim to deliver our mission by:

- Promoting our **Core Gospel Values** which underpin all aspects of school life
- Promoting **stewardship** enabling our children to develop an understanding of the wider world and their role as global citizens
- Providing opportunities for our children to be **agents of change** and to make a positive difference to the world in which they live
- **Balancing academic success with wider attributes** & provides for learners broader development enabling them to **develop and discover their interests and talents**
- Promoting our **Learning Values** - resilience, responsibility, independence, creativity & collaboration
- Supporting our children to develop their **character** and help them to keep **physically and mentally healthy**
- Placing an uncompromising focus on the development and application of **reading, writing and mathematics skills**
- Playing a major role in developing our children’s **love and passion for learning**
- Celebrating **equity and diversity** supporting the pupils’ spiritual, moral, social and cultural development
- Developing **children as leaders** by valuing children’s voices and individual contributions and offering a range of opportunities to develop their leadership skills



Rationale:

The Catholic faith is the foundation of our school life. We believe that each child has individual talents and needs. We seek to teach every child to discover and develop these talents. All children are entitled to have access to a broad, balanced and relevant curriculum, which is differentiated to meet their individual needs and affords them the opportunity to achieve their personal potential. It is very much part of the whole school approach that all children are valued for themselves, where high expectations are the norm and where each child's self-reliance and self-esteem is fostered in a warm and caring atmosphere.

Whilst the general aim of the school is to assist all children in learning; to identify and meet their personal needs, it is recognised that some children will require extra support to achieve this.

We believe that children need to be part of the learning process, to know they are listened to and their views are valued. It believes that encouraging children to have a commitment and voice in their education has a positive effect on raising achievement.

Objectives

- To identify, and make provision for, pupils with special educational needs and/or disabilities (SEND) and ensure their needs are met working within the guidance provided in the 2014 SEND Code of Practice
- To enable these children to reach their full potential and be included fully in their school community
- To provide appropriate, stimulating experiences to challenge and support learning in line with the National Curriculum and Early Learning Goals.
- To raise and maintain the self-esteem of every child, valued as individuals within the community of the school
- To operate a "whole pupil, whole school" approach to the management of and support for special educational needs.
- To maintain effective communication between parents and the school to ensure parents are informed of their child's special needs and provision
- To seek and take into account the views of the children and to develop children's sense of responsibility for their own learning and behaviour.
- To promote an effective partnership between the school and outside agencies, where appropriate, to support the needs of individual children.
- Ensure that all staff have access to advice and training to support quality first teaching and learning.
- To provide support and advice for all staff working with special educational needs pupils.
- Promote close and supportive links between the home, school and community

The variety of children's needs is met through flexible and varied provision. Such provision enables children with SEN and disabilities, at any stage, to have the same opportunities of access to the full curriculum, with modification and support as necessary, and to all facilities and activities as those children not experiencing SEND. Every teacher is a teacher of every child or young person including those with SEND.

The Special Educational Needs Co-ordinator (SENDCo)

The SENDCo, Mrs Lorraine Dudman, has management responsibility for Special Educational Needs and Disabilities. Mrs Tracey Heale is the Governor with responsibility for SEND. The SENDCo is responsible for co-ordinating the provision of education for pupils with SEND. The SENDCo co-ordinates and organises the amount and type of support for individual children according to their needs. The SENDCo updates the special needs register termly as the children's progress and needs are reviewed and diagnosed.

Definition of Special Educational Needs

The Revised 2014 Special Educational Needs Code of Practice states that children have a learning difficulty or disability that calls for special educational provision if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of the educational facilities, of the kind provided for other pupils of the same age. Special educational provision means provision that is additional to or different from that generally provided for pupils of the same age.

We recognise that all children could have special educational needs at some time in their school careers, whether temporary or permanent. There are four broad areas of special educational needs:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying disruptive or challenging behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as ADD (attention deficit disorder), ADHD(attention deficit hyperactive disorder) or attachment disorder.

Sensory and/or Physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Provision for pupils with Special Educational Needs and/or Disabilities

Identification and Assessment

St Margaret Clitherow Catholic Primary School is committed to 'Quality First Teaching', ensuring that all pupils have access to a high-quality, purposeful, relevant, well-differentiated curriculum where all pupils are able to make progress. Pupils are only identified as having SEND if they do not make adequate progress once they have received high quality, differentiated teaching.

Pupil progress is assessed in every lesson through Assessment for Learning and more formally, on a termly basis, through teacher assessment using summative assessment judgements. Summative assessments allow teachers to track which pupils are making expected progress and which pupils may need further support to make progress. Pupils identified as having SEND are recorded on the school's SEND register and each child's needs and progress is discussed at termly review meetings with the class teacher and the child's parents/carers. These assessments inform the 'Assess-Plan-Do-Review' cycle where a child's needs, their provision, interventions, resources and planned outcomes are discussed and agreed with parents/carers and recorded in an Individual Support Plan (ISP). Pupils' views and interests are included in this process.

A Graduated Approach to SEND Support

At St Margaret Clitherow, we adopt a graduated approach informed by the 'Assess-Plan-Do-Review' cycle. This recognises that there is a continuum of special educational needs, and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing, recording the steps taken to meet the needs of individual children.

Assess

- Draw on teachers' assessments, observations and experiences of the pupil to analyse needs
- Look at the individual's development in comparison to their peers and national data
- Consider advice from external support services

Plan

- Agree adjustments, interventions and support to be put in place, as well as expected impact on progress, development or behaviour, along with a clear date for review
- Formally notify parents

Do

- Class teachers work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The interventions put into place as part of this four part approach are usually short-term and focus on removing or reducing barriers to learning.
- The SENDCo may support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Individual Support Plans

An Individual Support Plan (ISP) is written for all children on the school's SEND register. Strategies employed to enable the child to make progress will be recorded within the ISP, which will include information about:

- short term targets set for the child (3-4 usually)
- teaching strategies to be used
- provision to be put in place
- when the plan is to be reviewed

The ISP will only record what is additional to, or different from, the differentiated curriculum. It will focus on three or four individual targets that match the child's needs, and have been discussed with the child and their parents/cares. The ISP will be reviewed by teachers, parents/carers and, wherever possible, the child half termly.

Education Health and Care Plans

Funding

At St Margaret Clitherow Catholic Primary School, we receive a notional SEND budget, based on a locally agreed formula, for supporting children within school. There is an upper limit to the notional funding per child so an application may be made to the Local Authority for additional funding if further input or additional provision is required. If long-term funding is needed to meet the needs of individuals it may be that the school requests assessment for an Education, Health and Care Plan (EHCP). This request will be discussed in partnership with the parents/carers and child.

Request for Statutory Assessment

In certain cases where children are not making expected progress or whose attainment is significantly below what would be expected, an EHCP may be issued. A formal request for assessment towards an EHCP would only be pursued after the graduated approach had been implemented over time, without the anticipated outcomes.

Where the school makes a request for statutory assessment, the child will have demonstrated significant cause for concern. The Local Authority (LA) will need information about the child's progress over time, any documentation in relation to the child's special educational needs and any action taken to deal with those needs. This information may include:

- ISPs
- Pupil's health (including medical history where relevant)
- National Curriculum levels of attainment
- Educational and other assessments, for example from an advisory specialist or educational psychologist
- Views of the parents and child
- Involvement of other professionals such as health, social services or educational welfare

The Local Authority (LA), working co-operatively with parents, the school and other agencies, consider whether a statutory assessment of the child's special educational needs is necessary. If the evidence presented to the LA, suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialist services, it will consider the case for a statutory assessment of his/her needs. The LA may then decide to issue an EHCP, which will include details of the pupil's special needs and will identify the special educational provision necessary to meet those needs.

Education Health and Care Plans

An education, health and care (EHC) plan identifies a pupil's educational, health and social needs and sets out the additional support to meet those needs. From the long term targets identified in the plan, an EHC implementation plan sets medium targets which are further broken down in an ISP (Individual Support Plan). An ISP sets short-term targets through consultation with the parents/carers and teachers. These short term targets will be reviewed fortnightly.

EHCPs are reviewed annually except for children under 5 whose EHCPs are reviewed twice a year. The school, parents/carers and any other professionals involved are invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHCP. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved. At the review in Year 5 the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent report, discussion and progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded and updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENDCO. These reflect information passed on by the SENDCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SLT, including the SENDCO and information is fed back to the staff, parents. Governors will receive a termly update report. This helps to identify whether provision is effective

Transitions

Any information regarding a child with special educational needs will be discussed with the new class teacher within the school. When a child leaves the school, records of special educational needs are sent to the new school with the child's records to ensure continuity. Information about pupils with special educational needs is given to secondary schools in a number of different ways. Staff from the local secondary schools, visit the school to meet the children and any concerns or special needs are discussed with the class teacher. There are also transition meetings, which are attended by the class teacher and SENDCO.

Pupils who leave St Margaret Clitherow to attend Special Educational settings also have personalised transition arrangements, including visits to their new setting with familiar support staff from the school. For children with more complex needs, transition arrangements are discussed with parents/carers and professionals from both schools to create a personalised transition programme. Further information about transitions can be found on the school's Local Offer.

Supporting pupils with Medical Conditions

At St Margaret Clitherow, we aim to fully support pupils to ensure that they have full access to the curriculum, including Physical Education and school trips. We will follow advice from the Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014) and, where pupils are disabled due to their medical conditions, the school will comply with the Equality Act 2010. For those pupils who also have a special educational need, an Education, Health and Care Plan may be sought in line with the SEND Code of Practice 2014.

Links with External Agencies

The school encourages close co-operation between all agencies and a multi-disciplinary approach to the resolution of issues. The Educational Psychologist visits the school on a regular basis and advises on a number of issues. S/he helps to clarify problems and develop problem-solving strategies, advise on techniques of behaviour management and conduct specialised assessments. At the formal assessment stage the Educational Psychologist is involved in fully assessing a child's special educational needs and planning for the future. Other advisory teachers visit the school and offer support and advice.

Specialists from other agencies are consulted regarding appropriate ways of supporting children with specific difficulties e.g. Outreach Support from local Special Schools, Organisations within Children's Services e.g. Early Help, CAHMS, Chestnut Outreach and Health e.g. Speech and Language Therapist, Occupational Therapist, Physiotherapist. Where external agencies are involved with individual children who have statements, or Education Health and Care plans they are always invited to the annual review and to submit reports. They are also asked to contribute towards target setting for planned support meetings. Some children with SEND and their families benefit from the coordination of multi-agency support through the submission of a Multi-Agency Safeguarding Hub (MASH) referral.

External support services include:

- SEND Advisory Teacher
- Torbay Educational Psychology services
- Speech and Language Therapists
- School Nurse
- Local Paediatricians
- Social Services
- Child & Family Guidance
- Child and Adolescent Mental Health Services (CAMHS)
- Advisory Teachers for children with hearing or visual impairment
- Advisory Teacher for Children Looked After
- Outreach advice for Speech and Language
- Outreach advice for pupils with SEMH difficulties
- Outreach advice for pupils with attachment difficulties
- Support from Occupational Therapists & Physiotherapists
- Early Years Advisory Service
- Advisory teacher for English as an Additional Language (where SEND is an additional area of need)
- Early Help Team

Training: Professional Development

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and professional development. Training needs are identified formally, in line with the school's appraisal cycle, and also informally through the staff member's line manager. Training costs are met from the school's CPD budget, which is managed by the Headteacher.

The SENDCo attends courses for her own development and according to the changing needs of the school. The SENDCo is a member of the Torbay SEND network and attends relevant training and meetings at least half termly to update knowledge and understanding of new initiatives and is involved in advising and supporting staff. The SENDCo, teachers or members of outside agencies may deliver SEN INSET according to the subject. The SENDCo ensures the sharing of good, inclusive practice during staff meetings. She also provides related professional guidance to colleagues with the aim of securing high quality teaching for children with SEND. Teachers and TAs attend outside courses according to identified training needs and/or new government or county training initiatives.

Behaviour management training is provided to all staff including teachers, TAs and lunchtime supervisory

assistants. The SENDCo meets with the TAs on a regular basis for both training and discussion. New members of staff are introduced to SEND policies and practices by the SENDCo as they enter the school. The IAB member with responsibility for SEND attends relevant training.

Monitoring, Review and Evaluation of SEND Provision

The SEND Policy is subject to a regular cycle of monitoring, evaluation and review and is agreed by staff and Governors. An annual review of the SEND SEF enables strengths and weaknesses to be identified and for weaknesses to be addressed in the School Improvement Plan. The whole school assessment process, whilst assisting in the identification of SEND, also helps the school to look carefully at classroom organisation, teaching materials, teaching styles and differentiation to decide how these can be developed so that individual children can learn effectively.

Class teachers discuss individual children before they move classes to ensure continuity and progression.. Where a child has an EHC plan, a formal review is held annually. Both the parents and child are invited to attend and to express their views. The aim of the Annual Review in Y5 is to give clear recommendations as to the type of provision required at the secondary stage in order for the Statement, or Education and Health Care Plan to be amended before transfer to secondary education. In the case of a child transferring to secondary school the SENDCo of the receiving school is invited to the final review before transfer. Where the school identifies a child who is in serious risk of disaffection or exclusion an interim review will be arranged. For all children who have an Education and Health Care Plan the annual review report is provided for the LA. If a child makes sufficient progress an EHCP/Statement will be discontinued by the LA. The governor with special responsibility for SEND carries out a Portfolio visit and regularly meets with the SENDCo to monitor and evaluate the success of the education provided to children with SEND. Any relevant issues related to SEND are included in the head teacher's report to the Local Governing Body.

Partnership with Parents/Carers

Parental involvement is an essential element in the achievement of all children in the school and is encouraged through regular formal and informal meetings. Staff are available to listen to parents concerns, and parents are contacted sooner, rather than later, when difficulties are perceived.

When children have special educational needs, parental involvement becomes particularly important, as is highlighted on the Torbay Council website, which states that "Local authorities must ensure that parents, children and young people are involved in discussions and decisions about every aspect of their SEN, planning outcomes and making provision to meet those outcomes."

The process for communicating concerns regarding SEND provision is the same as for other school activities: parents are encouraged to approach the class teacher in the first instance, followed by the SENDCo, who may provide additional support, guidance and advice.

Parents/carers are also encouraged to seek advice from SENDIASS www.sendiasstorbay.org.uk

Torbay Council's website <https://www.torbay.gov.uk/sen> provides a range of further information.

Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENDCo, who will be able to advise on formal procedures for complaint

Statutory Requirements

This policy complies with the statutory requirements laid out in the Special Educational Needs and/or Disability (SEND) Code of Practice 0– 25 (July 2014) and has been written in reference to guidance from the following:

- Equality Act 2010: advice for schools, DfE (February 2013)
<http://www.legislation.gov.uk/ukpga/2010/15/contents>
- Sections 19(c), 26(3), 32 and 49 of the Children and Families Act 2014
<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
- Special Educational Needs and Disability Code of Practice 2014
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Special Educational Needs (Personal Budgets) Regulations 2014
<http://www.legislation.gov.uk/uksi/2014/1652/contents/made>
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- In addition to this SEND policy, the school's Information Report (Local Offer) can be found on the school website <http://www.margaret-clitherow-primary.torbay.sch.uk/parents/>

SEND Co-ordinator & Pastoral Lead : Mrs Lorraine Dudman

Governor with responsibility for SEND: Mrs Tracey Heale

SEND Policy reviewed by Mrs Lorraine Dudman (Assistant Head & SENDCo) Autumn Term 2019

Approved:(Headteacher) **Date:**...

.....(Chair of Governors) **Date:**...