

# Boston St Mary's RC Primary Academy



## Special Education Needs & Disability (SEND) Policy

### Mission Statement

We love, we grow, we learn; walking with faith in the light of the Lord.

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## **Introduction**

The school supports the aims of the UNICEF charter on Rights and Responsibilities of the child with respect to education. In Articles 28 and 29 of the charter it states that all children have a right to an education but with this comes the responsibility to make the most of that education and to ensure that others are able to make the most of their education.

Teaching and learning at St Mary's RC Primary Academy aims to provide pupils with numerous opportunities to engage with different aspects of the curriculum, both independently and working in groups. Pupils will be encouraged to appreciate the social benefits of engagement with the curriculum and will take part in activities that will allow them to explore and develop an understanding and awareness of different cultures. This again links to the UNICEF charter and the mission statement of the school which highlight the need for all children to develop mutual respect and understanding.

This Policy will be reviewed annually.

## **Compliance**

The following documents were taken into consideration in the formulation of this policy: Education Act, 1996 and 2011, revised Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) The Discrimination Act in Schools and Early Years Settings (2006) Removing Barriers to Achievement (2004) The Equality Act (2010) and St Mary's Safeguarding Policy. This document provides a framework for the identification and provision for children with special educational needs. It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying identification and provision and confidently committed to the agreed strategies. St Mary's school website displays the current support available to your child at our school. It explains how the SEND process works, how the school can support you and your child, and how you can work with the school to support your child. There is also a link directing you to Lincolnshire's Local Authority website to show you what support is available within the county to support you and your child.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 and supersedes any pre-dated policy.

It has been written with in collaboration with the staff, parents, pupils and governors of St Mary's RC Primary Academy, in liaison with the SLT of the school and with reference to the following guidance and documents:

- Equality Act 2010:
- SEND Code of Practice 0-25 (2015)
- Schools SEN Information Report Regulations
- Statutory Guidance on Supporting pupils at school with Medical Conditions
- Safeguarding Policy
- Accessibility Plan

## **Aims**

At St Mary's RC Primary Academy, we have high aspirations for each of the individual children in our care regardless of race, religion, gender or ability. We believe that it is a child's thirst for knowledge and commitment to learning that enables them to achieve their full potential. As such, we are committed to providing a high standard of teaching and broad range of exciting learning opportunities to ensure excellence and enjoyment for all.

We believe that all children have a right to access and enjoy the full curriculum, however we recognise that some children need additional support in order to make good progress in their learning. For some children, this might be short term or temporary, for others this may be long term or permanent. Each child's needs are considered individually and any adaptations are made in order to best support their specific learning needs. Sometimes this might mean working with other agencies in order to effectively support both the pastoral and educational needs of these pupils.

Some children with Special Educational Needs (SEN) may be considered to be disabled under the definition set out in the Equality Act 2010. Whenever this is the case, the governing body will comply with their duties under that Act.

## **Objectives**

In order to achieve our aims, we will

- Ensure the earliest possible identification of any Additional or Special Educational Needs through careful monitoring of the child, assessment of their work and tracking of their progress
- Work within the guidance of the SEND Code of Practice 2014
- Operate a "whole pupil, whole school" approach to the management and provision of support for children with SEN
- Provide a suitably qualified Special Educational Needs and Disabilities Co-ordinator (SENDCo) to oversee implementation of the SEN policy
- Ensure support, advice and training for all staff working with SEN pupils

## **Identifying Special Educational Needs**

Definition of SEND (DfE, 2014) A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

- A child of compulsory school age or a young person has a learning difficulty or disability if he or she; has a significantly greater difficulty in learning than the majority of others of the same age,  
or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

The SEN Code of Practice 2014 (DfE p86, 87) defines four broad categories of need. At St Mary's, we consider the needs of the whole child, including those which may not be considered to be educational needs, when deciding on what additional provision that child may need.

We do not use these definitions to fit a child into any specific category or to give them a label, however we do refer to them in order to effectively plan for a wide range of different needs and to guide us when deciding upon the best course of action to take in each individual child's case.

### **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. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **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.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **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 challenging, disruptive or disturbing 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 Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) 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 multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

We recognise that there are many reasons why a child may not make the progress we would expect. The following are not considered to be SEN, but staff at St Mary's are aware of the impact they may have on a child's attainment, and of ways the child may be supported in such circumstances:

- Disability (St Mary's follows guidance provided under current Disability Equality legislation , and makes "reasonable adjustments" in order to ensure that no individual is discriminated against)
- Attendance and punctuality
- Health and welfare (see St Mary's policy for supporting the Medical Needs of Children in School)
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a Serviceman/woman

We do not consider behavioural difficulty to be an SEN, but rather the response to an underlying need, which we will recognise and address.

### **Assessing Children on entry**

Teachers of Early Years Foundation Stage children at St Mary's make full use of information available from early education if possible, as this is a useful starting point. Some children may have already been identified as having SEND in the early years. Teachers should have access to records and SEND Support targets in the context of the Foundation Stage. All pupils in Early Years Foundation Stage, are assessed using Wellcomm Speech and Language assessments in either Advent Term 2 or Lent Term 1. This allows early identification of language difficulties.

### **SEND and EAL**

At St Mary's pupils are given up to 2 years to acquire basic spoken and written English language skills. Where there is evidence that a pupil is finding it difficult to retain the English they are taught, we would investigate with parents whether there were any concerns in the pupil's home language. Assessments may then be carried out by a Specialist Teacher or other outside agencies. It is only if the area of need were specifically linked to learning English that we would wait up to 2 years, while continuing to monitor progress. All SEND Support procedures would be followed as reported in this policy.

### **A Graduated Response to SEN Support**

At St Mary's we believe that every teacher is a teacher of Special Needs. Each teacher is responsible and accountable for the progress and development of all of the pupils in their class, including where they access support from teaching assistants or specialist staff.

In line with guidance in the SEN Code of Practice 2014, we will identify a child as having SEN only if they do not make adequate progress once they have had high quality teaching, differentiated for their individual needs. We consider that this is the first step in responding to pupils who may have SEN. While we recognise the impact of high quality, carefully planned interventions and support, this cannot compensate for a lack of good quality teaching.

Where a child fails to make adequate progress, in spite of high quality provision, the teacher and SENCo will consider all information gathered from within school about the child's progress, along-side national data and expectations of progress (including information from the teachers' formative assessments). The child and their parents will be involved in any discussions and decision making as early as possible, so that they have a good understanding of their child's strengths and difficulties and also ensuring that school has a good understanding of any parental concerns. Records of these meetings will be kept on gold forms. Following this a decision may be made to place the child on the SEN register.

The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

1. Assess
2. Plan
3. Do
4. Review

This is a continuing cycle which enables us to refine and revise provision to as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

### **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
- External agencies

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.



### **Special Needs Co-ordinator**

The Special Needs Co-ordinator is Michelle Brader who is responsible for the day to day management of the schools SEN policy. Duties of this role which includes:

- Collaborating with the headteacher and governing body to develop the special educational needs policy.
- Raising achievements of pupils with special educational needs
- Co-ordinating provision and liaising with/advising fellow colleagues
- Analysing and assessing pupils needs gathering relevant data where appropriate
- Ensuring appropriate IEPs are in place and overseeing records
- Monitoring the quality of teaching through classroom observation and review of IEPs
- Liaising with parents and other agencies, including BOSS, WTT, STT, EP, EBSS, SALT, health bodies, social services and voluntary bodies
- Attending relevant meetings and courses for the role of SENCO and disseminating information where appropriate.
- Organise training for support staff appropriate for their role. The Special Needs Co-ordinator works closely with the Headteacher, class teachers, support staff and outside agencies.

### **Class teachers**

- Class teachers are responsible for:
- Identifying pupils requiring support and consulting SENCO and parents
- Providing appropriately differentiated activities
- Planning and delivering IEPs involving the pupil and parents
- Analysing and assessing pupils needs gathering relevant data where appropriate
- Monitoring individual progress and reviewing targets on a regular basis
- Meet with outside agencies when deemed appropriate by the SENCO
- Keeping SENCO and parents up to date with progress/further support required

### **Staffing and Other Agencies**

Staff are kept fully informed about issues concerning special needs and provision is made to enable attendance at courses to extend knowledge and develop skills. Planning meetings take place at the beginning of each term with external agencies, STT, BOSS ..., to arrange involvement for the coming term. This includes consultation for advice, assessment or direct involvement with a pupil. Within the school, formal and informal discussion will take place concerning support, assessment, IEPs and target setting.

### **External Support Services**

St Mary's works closely with Lincolnshire's co-ordinated services including but not exhaustive to:

- Educational Psychologist
- Specialist Teaching Team
- Lincolnshire Behaviour Outreach Support Service
- Sensory Impairment Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- Physiotherapy Service
- Educational Welfare Officer
- Ethnic Minority Attainment Service
- Child and Adolescent Mental Health Services
- Working Together Team
- Dyslexia Outreach
- Grief and Loss Service
- Healthy Minds
- Oasis Project

### **Arrangements for Considering Complaints About SEN Provision**

Complaints made by parents/carers to class teachers are passed on to the Headteacher and the SENCO. A meeting is then arranged as soon as possible to identify the cause and take immediate steps to ensure problems are resolved quickly and effectively. Advice may be sought from SEN agencies.

**Parental Partnerships**

Parents are recognised as having a key role in providing information. We ensure that parents have access to relevant information and provide advice and support when required.

- All parents/guardians are welcomed into school to discuss their child’s progress or any concerns they have about their child
- Parents are encouraged to help in school in any way they can including working with pupils with SEN individually or in small groups.
- Parents of children with SEN are involved at every stage and their views sought and valued – this includes the planning and reviewing process
- Information leaflets are given when parents are first informed of their child’s needs
- Parents of children with SEN are invited to informal/formal review meetings, respecting privacy and appreciating flexible timing and structure. They are encouraged to contribute their views on the progress and needs of their child
- Copies of IEPs are available to parents informing them of the set targets

The policy is reviewed where there are changing circumstances and at least once every two years.

Signed .....  
Chair of Governors

Date .....