

Boston St Mary's RC Primary School

Special Educational Needs & Disability Policy

Monitoring Responsibility	SENDCo: L Glead-Thornley Governor: Sarah Spencer
Review Date	July 2018
Headteacher Signature	
Chair of Governors Signature	
Date ratified	July 2016

Our Mission Statement

We aim to provide excellence in teaching and learning which will help each individual to grow in the love of God and develop their personality and talents whilst encouraging them to care and show respect for others and for the environment.

This policy outlines the framework for St Mary's RC Primary School to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities.

St Mary's RC Primary School therefore intends to work within the following principles that underpin this policy.

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

Signed by

Chair of Governors

Date: _____

SEND Governor

Date: _____

Next review date: _____

Objectives:

At Boston St Mary's RC Primary School, individuals are valued and achievements are celebrated through a caring, positive and stimulating approach. Our policy for pupils with special educational needs is therefore an integral part of the whole school's ethos. In implementing this policy, we strive to ensure that all children are fully included within the school community, can access a broad and balanced curriculum and can reach their individual potential as learners.

We recognise that parents and carers play a vital role in the identification, assessment and response to their child's special educational needs. We aim to work in partnership with parents/carers, valuing their views and contributions and we endeavour to keep them fully involved in their child's education.

We recognise the importance of early identification and assessment of pupils with special educational needs and disabilities. We have practices and procedures in place which aim to ensure that pupils' special educational needs are identified and assessed and the curriculum is planned to meet their needs.

We consider the individual needs of the pupils when planning the curriculum and we strive to provide a curriculum which is accessible to all our pupils, whatever their individual needs. We acknowledge that some pupils will need additional support to ensure access to the full curriculum. We strive to ensure that the needs of pupils are identified and assessed and the appropriate support strategies are implemented. If additional specialist advice and support is necessary we will contact the appropriate external agencies and inform parents/carers at every step of the SEND process.

We are committed to effective collaboration between all agencies working with a child and their family in a multi-agency approach to meeting the pupils' special educational needs. We believe that the involvement of the child and the importance of taking their views into account. We will make every effort to involve the child in the decision making process about their education.

Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.

- Children’s Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice (2014) 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

Principles of SEND

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:-

- Have a significantly greater difficulty in learning than the majority of children of the same age

or

- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.

(Special Educational Needs Code of Practice, 2014)

Children may have needs and requirements which fall into at least one of four areas:

- communication and interaction;
- cognition and learning
- social, emotional and mental health difficulties
- Sensory and/or physical needs

Many children will have inter-related needs. These additional needs may be for a short period or throughout a child’s educational life. They may be identified before a child has even entered school or they may come to be recognised at a specific point in their education.

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Not all children with a disability have special educational needs. The School has a duty to make reasonable adjustments as outlined in the Equality Act 2010 and this includes the provision by the School of auxiliary aids and services. The object of the duty is the same: to avoid as far as possible by reasonable means, the disadvantage which a disabled pupil experiences because of their disability.

Special educational provision means:-

“Support and interventions (additional to and different from that provided by a high quality teaching)...selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness...provided by staff with sufficient skills and knowledge’.

(See Section 6.50 Special Education Code of Practice, 2014, p90)

Boston St Mary's RC Primary School will have due regard for the new Special Educational Needs and Disability Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified and involved when SEND provision is being made for their child.

Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND, and has due regard for the general presumption in law of SEND mainstream education for children with SEND, secured by the Children and Families Act 2014, and referred to within the new SEND Code of Practice, in that:

'Where a child...has SEND but does not have an Educational Health Care plan they must be educated in a mainstream setting except under specific circumstances' (CoP 1:27)

For children in the mainstream, normal admission arrangements apply. Where a child has a particular need, e.g. wheelchair access, the governors will make every reasonable effort to ensure the child's needs are fully met. St Mary's already provide access for physically disabled pupils, staff and parents, by means of special toilet facilities and ramps. For further information, please see each school's Single Equality Plan and Accessibility Plan.

If a child is transferring into the school with a statement or Education Health Care Plan (EHCP) or has been receiving extra support in their previous school, the continuation of this support will be negotiated with the Local Authority to ensure their needs can be met.

In the case of pupils whose behaviour jeopardises the majority of children learning or for other reasons, e.g. mental health, it may be necessary to adopt flexible attendance. Any variation to the above will need to be agreed by the full Governing Body.

Aims

In order to provide high quality provision to meet the needs of children with Special Educational Needs, we aim to:

- Ensure that all pupils have access to a broad and balanced curriculum;
- Foster a fully inclusive learning environment;
- Ensure the identification of all pupils requiring SEND provision as early as possible and target their needs effectively;
- Work in close partnership with parents of SEND pupils to ensure decisions are informed by their insights and the voice of the child, and that they are kept fully informed of their child's progress and attainment;
- Promote positive outcomes in the wider areas of personal and social development;
- Ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

Meet individual children's needs through:

- Quality first teaching;
- Effective differentiation of the curriculum;
- Careful targeting of additional resources, including adult support

- The provision of interventions where appropriate;
- Ensuring that all who are involved with children with SEND are aware of the procedures for identifying, supporting and teaching them through offering them SEND awareness CPD and more specialist training as deemed appropriate and necessary for the children in their care.

Have a Provision Management structure that:

- Measures and tracks the progress of all pupils on the SEND register and identifies vulnerable children;
- Evaluates the effectiveness of interventions;
- Draws fully and effectively on outside agency resources.
- Ensures that pupils with SEND take as full a part as possible in all school activities, including extra-curricular activities where appropriate;
- Involves the children, where practicable, in setting and reviewing their individual targets and in decisions regarding their future SEND provision;
- Has high ambitions and set appropriate/challenging targets for pupils with SEND so that they can reach their individual potential.
- Keeps under review the additional or different provision that is made for them;
- Works in close partnership with outside agencies to support the needs and provision for children who have SEND;
- Ensures continuity for pupils when transferring between classes or schools through carefully planned transitions;
- Promotes the self-esteem of children with SEND by acknowledging and celebrating the progress they have made.

Roles and responsibilities

The governing body has a responsibility to:

- Fully engage parents and / or young people with SEND when drawing up policies that affect them.
- Identify, assess and make SEND provision for all children and young people with SEND, whether or not they have an EHC plan.
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEND.
- Designate an appropriate member of staff (the SENDCo) as having responsibility for co-ordinating provision for pupils with SEND.
- Appoint a designated teacher for 'looked after' children in each school.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Publish on each school's website annual information on the school's SEND Policy, setting out the measures and facilities to assist access for pupils with disabilities.

- Publish on each school's website annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities provided to assist pupils with disabilities, and the school's accessibility plan.
- Publish on each school's website accessibility plans, setting out how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.
- Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.

The HeadTeacher has a responsibility to:

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the SENDCo in each school has sufficient time and resources to carry out their functions.
- Provide the SENDCo in each school with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities as an important strategic role within each school.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered by providing them with appropriate CPD.

The SEND Coordinator (SENDCo) in each school must:

- Be a qualified teacher.
- Attain the National Award in Special Educational Needs Coordination within three years of appointment.
- Collaborate with the governing body and Headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.

- Work with the individual school's governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans.
- Liaise with the relevant designated teacher where a looked after pupil has SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents of pupils with SEND.
- Liaise with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies to both support and enhance provision for children with SEND.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Draw up a 1-page profile of the child or young person with SEND.
- To work closely with staff members, parents, carers, and other agencies, including SEND charities.
- To ensure all class teachers and support staff have the necessary CPD to be able to support children with SEND effectively.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities of the school together with those who do not have SEND, including on forums.
- Ensure that the school keeps the records of all pupils with SEND up-to-date.
- Inform the child's parents of their child's additional needs and what SEND provision is being made for them.

Class / subject teachers must:

- Plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents, the SENDCO and the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.

Joint commissioning, planning, and delivery

Boston St Mary's RC Primary School will:

- collaborate with the local authority in the exercise of its duty to work together with health and social care providers by:

Identifying improved system outcomes in consultation with pupils and their parents, taking into account:

- Prevention.
- Early identification / recognition.
- How pupils and their families will be able to access services.
- How transitions between life stages and settings will be managed, including from early years to primary education, primary to secondary, and secondary to further education (FE).
- How provision and support services will enable pupils to prepare for their future adult life.

Draw on the wide range of local data-sets about the likely education needs of children and young people with SEND to forecast future need, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND and disabilities among children and young people at national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate children with SEND and disability.
- An analysis of local challenges / sources of health inequalities.

Plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for children and young people with SEND.
- Increasing the proportion of children with SEND whose needs are identified before school entry.

Funding

- Boston St Mary's RC Primary School will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the local offer for the SEND provision of its pupils.

Personal budgets are allocated from the local authority's high needs funding block and Boston St Mary's RC Primary School will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

Local offer

Boston St Mary's RC Primary School will:

- Cooperate generally with the local authority and local partners in the development and review of the local offer, which each school will publish on their website.

Identification, assessment and provision

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified.

If Class Teachers have concerns about a child in their class, they share their concerns with parents, and contact the SENDCo for advice on next steps. Regular SEND meetings are also held in which the Head of School/Principal, Class Teacher and the SENDCo review the progress of SEND children along with children from vulnerable groups and discuss approaches to support them.

The school follows the guidance of the Code of Practice, implementing a staged procedure which identifies the needs of children with SEND.

Identification

The attainment and progress of all children is carefully tracked and monitored throughout the school year. On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress within their lessons. If teachers have any concerns regarding a child in their class, they will discuss these concerns with parents and also with the SENDCo.

Early identification of pupils with SEND is a priority. On entry to the school, each child's attainment will be assessed using baseline assessments against the Early Learning Goals. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning when he/she enters Key Stage 1 from the Early Years. Ongoing assessments will be used as the child matures and moves through Key Stage 1 and into Key Stage 2. Information will also be gathered from their previous nursery settings where applicable to aid their transition into school.

When older children enter the school, they too will be baselined against the school's assessment criteria in core subjects and their performance compared with age-related expectations. Information from their previous setting will be requested.

Where concerns are raised, teachers, with the support of the SENDCo, complete a Graduated Response in accordance to the SEND Code of Practice, following the use of the 'assess, plan, do & review' model. This gives guidance regarding procedures and strategies and helps to inform decisions as to whether children should be on the SEND Register. If necessary, the child may be added to the SEND register at the 'SEND (S or H) support' level. Satisfactory (S) level is a monitoring lower level of support and High (H) is support that currently involves outside agencies and means a higher level of provision is needed. This is so that that their progress can be closely monitored and additional support can be put in place as and when necessary. Parents are always involved at every point and are consulted with throughout the process.

The Class Teacher and/or the SENDCo may carry out some further formal assessments to identify key areas to target and to ensure the effectiveness of any interventions that are put into place.

Where children causing concern have English as an additional language, a first language assessment will be requested if deemed appropriate by the SENDCo in order to ensure that they are not placed on the SEND register without due cause.

Should the teacher or SENDCo have ongoing concerns, with parental consent, they may refer the child to an outside agency who can support with the identification and assessment of individual needs. Such agencies could include Speech and Language Therapists, Educational Psychologists, Occupational Therapists, the School Nurse, or Lincolnshire's Special Educational Needs Support Service (SENSS).

Whilst most children with SEND will have their needs met at the 'SEND (S or H) Support' level, a small number may require an Education, Health and Care Plan (EHCP) assessment to determine whether the Local Authority needs to provide a higher level of support and funding in order to meet the identified learning outcomes.

Children who have Education, Health and Care Plans will also have a formal Annual Review meeting to review their progress and current needs. For children with more complex SEND needs, progress is measured against the own individual starting points and targets on their individual EHCPs/"My personalised passport to success Plans" or IEPs.

PROVISION

'Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place.' (Code of Practice 2014 6.44)

The new Code of Practice stipulates a four-part cycle through earlier decisions and actions are refined and revised. This is known as the graduated approach.

The Four-Part Cycle

- **Assess:** The class teachers and if necessary the SENDCo or professionals from external agencies, assess the needs of the individuals, in agreement with parents.
- **Plan:** We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.

- **Do:** We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.
- **Review:** We evaluate the impact of the support provided and consider whether changes to the support need to be made.

The Graduated Approach

The Code of Practice 2014 advocates a graduated response to meeting pupils' needs.

Initial concern

Where a child is not making progress within a differentiated curriculum delivered through quality first teaching, the Class Teacher will alert the SENDCo to his/her concern, and also discuss this with parents. Inclusive strategies will be agreed for whole-class teaching, and additional interventions may be tried to boost the child's progress and confidence. Appropriate parental support will be agreed.

Persistent concern

Where a child does not make progress despite inclusive strategies and additional interventions, there will be a formal meeting between parents, Class Teacher and the SENDCo to explore what underlying reasons may be contributing to the child's lack of progress.

The Lincolnshire Graduated Response to SEND Support (GRSS) will be completed by the Class Teacher in order to identify specific difficulties, and the SENDCo may carry out other assessments to build a profile of the child's needs.

SEND Support

Under the new Code of Practice, a child is deemed to have Special Educational Needs, or SEND, if he or she has 'significantly greater difficulty in learning than the majority of others of the same age', or his or her disability 'prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school'. Special educational provision is needed for him or her, over and above that which can be met through good quality classroom teaching and differentiation.

Broad areas of need are identified as *communication and interaction; cognition and learning; social, emotional and mental health difficulties* and *Sensory and/or physical needs* and may be for a short period or throughout a child's educational life. They may be identified before a child has even entered school or they may come to be recognised at a specific point in their education.

Children at Boston St Mary's RC Primary School who appear to have significant barriers to learning may be identified as having Special Educational Needs. This would trigger allocation of support from within school funds, which is additional to and different from that provided through a normally differentiated curriculum.

Monitoring pupil progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers;
- Prevents the attainment gap widening;
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers;
- Equals or improves upon the pupil's previous rate of progress;
- Ensures full curricular access;

Equality & Accessibility:

Boston St Mary's RC Primary School ensures that:

- All pupils have an equal opportunity to engage in the curriculum.
 - The needs of all disabled pupils are met by ensuring that disabled pupils are supported to achieve their potential through personalised provision.
 - Disabled pupils can access the facilities and the support they require, through liaising with the appropriate and additional agencies, where applicable.
 - Disabled pupils are not victims of harassment or bullying. All incidents are logged and dealt with seriously and with zero tolerance.
 - Positive attitudes towards pupils with disabilities are promoted through school
 - Disabled pupils can participate fully in school trips and visits. Any potential barriers are addressed and the relevant attitudes are made.

Inclusion

We recognise the entitlement of all pupils to a balanced, broadly based curriculum; this policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND. Boston St Mary's RC Primary School prides itself on providing an inclusive learning environment where all children, including children with SEND, are treated equally and have access to the full range of opportunities that we provide. The SEND Code of Practice (2014) recognises that '*Special educational provision is underpinned by high quality teaching and is compromised by anything less*' (p14). At Boston St Mary's RC Primary School our priority is to ensure that all children, including children with SEND have access to outstanding lessons which are appropriately differentiated and personalised to meet the needs of individual children. Teachers differentiate learning to meet a variety of different needs within the class and children are encouraged to reflect upon their own progress and are fully involved in the process of selecting learning that matches their own learning needs.

Assessment

- Boston St Mary's RC Primary School will, in consultation with the pupil's parents, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.

- The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt.
- If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

Education, Health and Care (EHC) plans

Boston St Mary's RC Primary School will:

- Meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.
- The school will admit any child that names the school in an EHC plan.
- The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.

The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change.

Reviewing an EHC plan

Boston St Mary's RC Primary School will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

SEND and Disability Tribunal

Boston St Mary's RC Primary School will:

- Meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

Preparing for Secondary Education

Boston St Mary's RC Primary School will ensure that it meets its duty to support those children with SEND transferring to Secondary Education.

We will ensure:

- Preparation for transition in the planning meetings with pupils and parents from Y6 to Y7.
- Helping pupils and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- Securing access to face to face support from the Secondary Provision their child will be attending, helping those pupils with SEND or disabilities to make successful transitions.

Data and record keeping

Boston St Mary's RC Primary School will:

- Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Record details of additional or different SEND provision on a provision map.

Confidentiality

Boston St Mary's RC Primary School will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- To the SEND and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.

