

## **SEN and Disability Policy 2017**

St Mark's RC Primary School Special Educational Needs Policy has been revised in light of the new Code of Practice 0 - 25years.

**Our mission is to promote a sense of self-worth through an understanding that each one of us is precious to God. We will achieve this through providing a quality education, in a happy and secure environment, developing relationships of trust within a Christ centred community.**

### **Rationale**

At St Mark's Catholic Primary School, every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to pupils in ways which take into account their varied life experiences and particular needs.

We are committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

### **Aims and Objectives**

- To ensure equality of provision for pupils with special educational needs and disability.
- To take into account legislation related to SEN and Disabilities, including part 3 of The Children and families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, the Special Educational Needs (Personal Budgets and Direct Payments) regulations, Section 49, The Order setting out transition arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2014.
- To provide full access for all pupils to a broad and balanced curriculum.
- To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes.
- To enable pupils with SEN to achieve their potential.
- To ensure that the special educational needs of children are identified early, and intervention reviewed regularly.
- To ensure parents/ carers are fully engaged in decision making.
- To ensure the wishes of the children (when appropriate) and views of individual parents are central when planning for children with special needs.
- To provide advice and support for all staff working with pupils with SEN.
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN.
- Provide effective liaison with outside services, parents and the local secondary schools to ensure continuity of the children's education.
- Encourage children to do their personal best, enjoy their school experiences and build upon their successes.

### **Definition of SEN**

The code of practice defines SEN thus:

A child or young person has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others the same age, or
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.
- A child under compulsory school age has a special educational need if they fall within the definition of either of the above or would do so if special educational provision was not made for them. (Clause 20 Children and Families Bill).

### **Areas of Need**

- Children may have needs and requirements which fall into specific areas and many children will have inter-related needs. These areas are:
- Communication & Interaction
- Cognition & Learning Needs
- Social, Emotional & Mental Health Needs
- Sensory & Physical Needs
- Behavioural difficulties do not necessarily mean a child or young person has SEN and should not automatically lead to a pupil being registered as having SEN.

### **English as an additional language.**

The identification and assessment of the special needs of children whose first language is not English requires particular care. Some children take time to develop English, but make good progress once they have and therefore do not have a special educational need. If concerns are raised, we would seek professional advice to assess skills in the child's first language when possible and offer advice. Mrs Angela Boland is our lead in EAL.

### **Roles and responsibilities of the Special Educational Needs Co-ordinator (SENCO)**

The new code identifies the roles and responsibilities for the governing body, Head teacher, teaching and support staff and SENCO.

The current SENCO, Mrs. Henderson, is a qualified teacher and as Deputy Head is member of the school leadership team (SLT). She works alongside our SENHLTATA, Mrs Angela Boland ,who is also a member of our SLT.

As SENCO she:

- ☐ Manages the day to day operation of the policy
- ☐ Co-ordinates the provision for pupils with SEN
- ☐ Liaises with the Head teacher to discuss the deployment of the school's delegated budget and other resources to meet pupil's needs effectively
- ☐ Liaises with teachers where a Looked After pupil has SEN
- Advises on the graduated approach to providing SEN support
- Manages support and advises colleagues
- Maintains the school SEN register
- Contributes to and manages the records of all children with SEN, ensuring all records are up to date
- ☐ Manages the school based assessment tracker for SEN & vulnerable groups of
- ☐ children
- ☐ Completes the documentation for outside agencies and the LA
- ☐ Liaises with parents of pupils with SEN
- ☐ Ensures there are a range of resources and teaching materials to enable appropriate provision to be made
- ☐ Monitors and evaluates the special educational need provision
- ☐ Works 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
- ☐ Reports to the governing body
- ☐ Is a key point of contact with external agencies, especially the local authority and its support services
- ☐ Liaise with Early Years providers, other schools, Educational Psychologists,
- ☐ Health and Social Care Professionals, and Independent or Voluntary Bodies
- ☐ Liaises with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

SEN teaching assistants currently employed are: Mrs. Jardine (Yr6), Mrs. Slack (Yr. 5), Mrs Glaister (Yr. 4), Mrs. Grey (Yr3) Mrs Boland (Yr. 2) Mrs Hardy and Mrs Shaftoe (Yr. 1) Miss J Murphy, Mrs L Sheppard ,Mrs L Finlayson (Rec) Mrs Kowalska (Nursery)

They support individuals and groups of pupils at SEN support level of provision, both in class and through withdrawal for targeted interventions/programmes.

The governor's responsible for SEN are Mrs C Powell and Mrs Garrett

The designated teachers for child protection are Mrs A Miller (Head teacher) and Mrs M Henderson (Deputy Head teacher)

The designated member of staff responsible for managing pupil premium is Mrs. R Wilcox (SBM)

The designated member of staff for Looked – After children is Mrs Miller (Head teacher)

### **Access to Facilities and Provision:**

Please refer to the school's accessibility plans which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information for pupils
- Our school is a purpose built single story building with access to a disabled toilet.
- Medicines are kept in school according to our Managing Medicines Policy.

**Allocation of Resources:**

The Head teacher, and SENCO are responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the National SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN. 4

### **Access to the Curriculum**

The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all pupils. In planning and teaching teachers provide suitable learning objectives; meet the pupils' diverse learning needs and remove the barriers to learning. For the majority of the week pupils with SEN are taught with their peers in mainstream classes.

Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximize learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs.

Pupils with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

### **Identification, Assessment, Planning and Review Arrangements:**

St Mark's RC Primary follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012)

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A provision map outlines all SEN support and is updated each term.

The following are **not** SEN but may impact on progress and attainment:

- ☐ Disability
- Attendance and punctuality
- ☐ Health and welfare
- ☐ English as an additional language (EAL)
- ☐ Receipt of pupil premium
- ☐ Being a Looked – After child
- ☐ Being a child of service personnel

### **SEN support – four part cycles**

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEN. Where concerns are identified an initial concerns checklist is completed and discussed with the SENCO.

#### **'Assess'**

The class teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs.

This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment and this will be recorded and the minutes shared with all relevant parties. If any pupil has been identified with SEN the parents will be asked to agree to their child being added to the SEN list.

#### **'Plan'**

Parents will be formally notified and will receive a copy of the 'meeting around a child' minutes. Adjustments, interventions, support and a review date will be agreed with staff, parents and pupil. This will be recorded on the school information system.

#### **'Do'**

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. Mrs. Henderson, as SENCO, and Mrs. Boland as SENHLTA, will support the above.

#### **'Review'**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year. The class teacher or subject teacher, working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time, the school will consider involving specialists.

School liaises with the following services:

- Educational Psychology Service
- School Health, School Improvement Service (SIS) SEN support
- SEN Teaching and Support Service (SENTASS)
- When appropriate, Social Services and Looked After Children Team.

### **Additional Top Up Funding**

Where a pupil's needs exceed the nationally prescribed threshold, additional funding will be applied for from the local authority.

## **Education, Health and Care Plans**

Where, despite having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support.

***Further details on provision for pupils with SEN can be found in the SEN information document.***

## **SEN information document**

This report can be found on the school website and within the school brochure. It outlines the provision St Mark's School makes for all pupils with SEN and within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

## **Transition Arrangements**

Transition is carefully planned. In order to ensure successful transition to secondary education the pupils and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEN provision will be shared with the next school /setting through the review process.

## **Partnership with Parents/Carers:**

St Mark's School has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them.

**SENDIASS (formally known as Parent Partnership Service)** information is also given. They are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

SENDIASS, Judith Lane and Sarah Francis are proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training.

Contact on 0191 284 0480 or by email at [sendiassadmin@newcastle.gov.uk](mailto:sendiassadmin@newcastle.gov.uk) ask for Judith Lane or Sarah Francis.

We also employ a PSA, Mrs Slack, who works alongside children, colleagues and outside agencies to provide extensive support for pupils and their families.

The Early Help Plan is used to co-ordinate support for children and their families who have a range of needs.

## **Pupil Participation:**

The views of all pupils are valued. Pupils with SEN are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and a pupil review sheet is used to gather their views on their progress. The pupil review sheet is completed with the SENTA on a termly basis. Pupils in Key Stage 2 are invited to attend their termly review meeting.

## **Monitoring and Evaluating the Success of Provision:**

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN:

- Regular observation of teaching by the senior leadership team
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils
- Assessment records that illustrate progress over time – e.g. reading ages
- Pre and post assessments for those pupils who are withdrawn for targeted interventions
- Success rates in respect of individual targets
- Monitoring by Mrs C Powell and Mrs Garrett governor's with responsibility for SEN
- The views of parents/carers and pupils. Questionnaire for parents & pupils
- Regular meetings between SENCO, class teacher and the SENTA
- Provision Mapping – used as a basis for monitoring the impact of interventions
- The Local Authority audit to externally validate provision and outcomes for pupils with SEN

## **Staff Development:**

The SENCO ensures staff are informed of local and national developments in relation to SEN and Inclusion. Training needs are identified and, where appropriate, outside agencies are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENCO. Where appropriate, outside services are brought in to deliver training on particular aspects of SEN.

### **Medical Conditions :**

St Mark's School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN, their provision will be planned and delivered in a co-ordinated way with their Healthcare Plan.

### **Admission Arrangements:**

The school has adopted the criteria set out in the Diocesan Admission Policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEN.

### **The Complaints**

Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENCO and /or Head teacher becomes involved. Parent partnership may also become involved at this stage. If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authorities commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

**This policy is reviewed annually.**

**Next review date October 2018.**