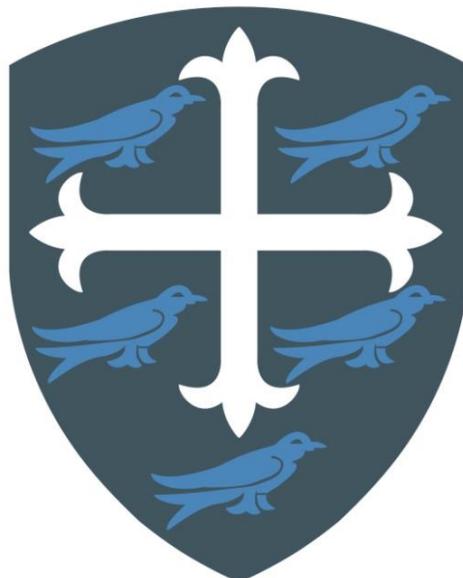


St Mary's Catholic Primary School



Inclusion and SEND Policy 2020 - 2021

Legal Status:	Statutory
Last Review:	September 2019
Review date:	September 2020
Next Review:	September 2021
Responsible Person:	Governing Body

Mission Statement

"The family of St Mary's strives to grow in God's love and care by learning together and valuing the uniqueness of each person."

Inclusion Leader:

SENCO: Ms Carol Maguire

Central to everything we do at St Mary's Catholic Primary School is our Mission Statement:

'The family of St Mary's School strives to grow in God's love and care by learning together and valuing the uniqueness of each person'

We believe that all teachers are responsible for the learning of children with special educational needs. In order to help our children reach their full potential we aim to identify and overcome 'barriers to learning'. This is achieved through planning, resources, teaching styles and the learning environment. Our guiding principle is that of inclusion and a belief, underpinned by Gospel values, that all people are equal.

Guiding Principles

This policy has been formulated with regard to the 2014 SEN Code of Practice: 0 to 25 Years, the Equality Act 2010 and the Children and Families Act 2014.

- In this school we have high expectations and set suitable targets for all pupils.
- In this school a special educational need is defined in accordance with the 2014 SEN Code of Practice: 0 to 25 Years.
- All pupils are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual pupil's Statement of Special Educational Need or EHC (Education and Health Care Plan)

Terms:

- SEND refers to a Special Educational Need and/or Disability. *A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.* Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv
- A.N. refers to an Additional Need. Not identified as a Special Educational Need but a need nonetheless that is creating a barrier to learning. This could well include a social need.

Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every pupil experiences success in their learning and achieves at the highest possible standard.
- To enable all pupils to participate in lessons fully and effectively.
- To value and encourage the contribution of all pupils to the life of the school.
- To work in partnership with parents.
- To communicate with the Governing Body to enable them to fulfill their monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Responsibilities and Resources

The Special Needs coordinator (SENco), in collaboration with the Headteacher and Governing Body, take responsibility for the operation of the SEN policy and co-ordination of special needs provision, working closely with staff, parents and carers, and other agencies. The SENCO also provides professional guidance to colleagues to secure high quality teaching for pupils with SEND.

Ms Carol Maguire currently holds this post. Her responsibilities include:

For Early Years see section 5 of the SEN Code of Practice 2014: 0 to 25 years

For Primary see section 6 of the SEN Code of Practice 2014: 0 to 25 years

The SENCO attends the regular Borough SENCO Network meetings and the local cluster network meetings.

The SENCO provides a termly report to the SEND Governor that includes changes to the SEN and A.N registers and the impact of interventions.

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Headteacher works closely with the SENCO and keeps the Governing Body fully informed of SEND issues, providing an annual SEND Information Report. The content of the report is specified at section 6.79 of the *Code of Practice 2014: 0 to 25 years*.

The duties of the Governing Body are set out in the SEN Code of Practice, 2014. The SEND Governor for this school is Nicolette Moser

Specialisms

Staff specialisms:

Ms Maguire (SENCO) has the National Qualification for SEND Provision.

Class teachers take part in regular training around SEN needs within school as well as individual support as required.

A comprehensive programme of Continuing Professional Development for SEND is planned according to the school pupil profile.

Facilities for Pupils With Special Educational Needs

There is disabled access to all of the building. There are fully wheelchair accessible toilets and a shower. The school will have regard to the Equality Act 2010, The Children and Families Act 2014 and the *Code of Practice 2014: 0 to 25 years* in terms of admitting pupils with disabilities.

There are facilities for small group/individual teaching and therapists in the Hobbly Room, Meeting Room and the Mrs Nathan Room.

All members of the school community, including pupils, are invited to inform the school of any disability they may have.

The Equality Policy and Plan and the Medical Conditions Policy should be read in conjunction with this policy.

Resources

Delegated funding for pupils with an Educational Health and Care Plan (EHCP) is mainly used to pay salaries for one-to-one dedicated staff.

Other devolved funding (notional) is allocated to support the needs of pupils who are judged in need of 'SEN Support' and who will be recorded on the school's SEN Register, where required.

Pupil Premium money is carefully allocated to support the children it is targeted for. Specific details on what this money is spent on can be found on our school website.

Additional school funds support the management of SEN provision by purchasing resources and training staff to meet the changing needs of the pupil profile.

Identification, Assessment and Review

The school follows the SEN *Code of Practice 2014: 0 to 25 years'* graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The four key actions are:

- Assess:* The class teacher and SENCO should clearly analyse a pupil's needs before identifying a child as needing SEN Support.
- Plan:* Parents must be notified whenever it is decided that a pupil is to be provided with SEND support and placed on the school SEN Register.
- Do:* The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.
- Review:* The effectiveness of the support should be reviewed in line with the agreed date.

Pupils receive a differentiated curriculum and those who fail to make the expected progress are initially identified by class teachers but also directly by the SENCO at termly pupil progress meetings. The school has a system whereby any member of staff can raise concerns/issues with the class teacher, SENCO or Head about a child with a potential SEND or other barrier to learning.

We involve parents/carers and the young person in question, as soon as we feel a pupil may have a barrier to learning.

In school we use a range of assessment data eg, relevant family/medical history, Foundation Stage Profiles, P Scales, PIPs, Teacher Assessments, Screening Tests, SATs results, RAISE online, Teaching Assistant feedback, reading/spelling phonological awareness tests; behaviour observations recorded in class record books, etc. and a range of diagnostic tests are used as appropriate.

Pupils who fail to make expected progress on the basis of accumulated evidence are placed on the Special Needs Register. Parents are consulted before this decision is made.

We do recognise however, that children with more complex needs should be able to bypass the SEN support process where it is clear that they have profound needs and will need specialist support, eg, profound hearing, sight or learning needs.

SEN Support

When it is agreed that a pupil is not making the expected progress at the expected rate and is not responding to school support through high quality teaching then an Individual Support Plan (ISP) is drawn up in consultation with parents/carers where applicable, and the pupil. Occasional advice may be sought from external agencies to inform effective intervention. The ISP format in use, allows for close monitoring of progress towards short-term outcomes, agreed with the pupil and shared with parents/carers, these are reviewed termly. If a pupil fails to make the expected progress advice may be sought from external agencies. These may include social as well as educational services. At this stage, an SEND need may be identified following observation and/or assessment.

Four Categories of SEND – Broad Areas of Need

1. *Communication and Interaction*, including:
 - SLCN (Speech, Language and Communication Needs)
 - ASD

2. *Cognition and Learning*; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:
 - MLD (Moderate Learning Difficulties)
 - SLD (Severe Learning Difficulties) - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
 - PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)
 - SpLD (Specific learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)

3. *Social, Emotional and Mental Health Difficulties*. They include:
 - Wide range of difficulties that manifest themselves in many ways eg becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
 - ADD (Attention Deficit)
 - ADHD (Attention Deficit Hyperactive Disorder)
 - Attachment Disorder

4. *Sensory and/or Physical Needs*, including:
 - Vision Impairment
 - Hearing Impairment
 - Multi-Sensory Impairment
 - Physical Disability

Special Educational Needs and Disability (SEND)

If a child is formally identified as having SEN or SEND by an external agency, with the agreement or parents/carers, they are placed on the SEN register. If they are either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an EHC Plan (Education Health Care Plan).

On request and after submission by the school, of substantial evidence of a pupil's needs as well as the gathering of all relevant advice from agencies involved with the child regarding their progress or lack of, the SEND team within the borough (Hammersmith and Fulham) may agree to assess and could potentially issue an EHCP, outlining outcomes to be met and additional provision to be provided for the child in school.

All class teachers have a summary of their responsibilities for pupil's identified as needing SEN Support or Special Educational Needs in the Inclusion File in each class. This file also contains a list of pupils on the SEN Register as well as support materials around pupil needs.

Review Meetings

Review meetings are held termly for all pupils on the SEN register. This is an opportunity to discuss progress and review outcomes with class teacher, pupil and SENco. This is shared with parents in an updated Individual Support Plan (ISP)

Children with an EHC Plan have an Annual Review meeting. Class teacher, LSA, parents and representatives from external support agencies may also be invited as appropriate. This review is for the purpose of reviewing progress towards agreed objectives/outcomes outlined in the EHCP. A copy of the review report is sent to all those in attendance, including parents/carers, and the SEND Team within the authority for formal agreement.

The SEND Registers

The school SEN register is updated termly to take into account summative assessment results and any relevant information received from outside agencies. Class teachers feel a child may need to be placed on the SEND register will provide the following evidence to the SENCO:

- Class record of concern outlining pupil strengths and needs as observed in class learning.
- A piece of unaided work from the curriculum area deemed to be problematic, annotated with their observations of needs.
- Results from any curriculum tests
- Evidence of strategies already in place
- Up to date assessments against age appropriate criteria (National Curriculum)
- Other relevant information e.g. medical, family circumstances, etc
- Overall Teacher Assessment that shows the pupil is working at a level that is below the national expectations for their age or is progressing at a slower pace.

Curriculum

Pupils have access to a differentiated, broad and balanced curriculum with their needs identified in planning documents and ISPs.

To enable access to the curriculum for pupils with SEND, the school provides:

e.g.

- Specialist teachers
- Teaching Assistants
- Individual teaching programs
- Individual timetables
- Intervention resources
- Specialist equipment

See the Local Offer for a comprehensive list, available on our website:

www.stmarysrc.lbhf.sch.uk

Training and Resources

Training needs are identified by staff themselves or by SENCO to meet the needs of children in school or those known to be coming into school. All teachers and staff undertake induction on taking up post and this involves an introduction to the school's provision and procedures; including discussion of the needs of individual pupils. Transition meetings are also held at the end of the summer term so that teachers are aware of the needs of the children in their upcoming class.

The SENCO regularly attends LA briefings and SENCO Network meetings to keep up to date with local and national developments and to share best practice.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If however, you feel that your child's needs are not being met, please make an appointment to see your child's teacher and/or the SENCO. If, after a period of time, you still have concerns, you may wish to follow the school's complaints procedure.

All complaints are taken seriously and are heard through the school's complaints policy.

External Support

Agencies include:

- The Educational Psychology Service
- Sensory Service (hearing/vision impaired pupils)
- Speech and Paediatric Therapy Service (Speech and Language, Occupational Therapy, Physiotherapy)
- Sensory and Language Impairment Team (including Dyscalculia and Dyslexia)
- Primary Inclusion Development Service
- Autistic Spectrum Disorder (ASD) Outreach Team
- The Cheyne Child Development Centre
- Catholic Children's Society Educational Therapist
- The School Nurse
- Education Welfare Service
- Parent-Partnership Service
- Jack Tizard Outreach
- Specialist Inclusion Services (eg ASD Team)
- Children's Social Care
- Children and Adolescent Mental Health Service (CAMHS)
- Parent Partnership
- Virtual Schools; to determine the arrangements for supporting children who are looked after by the local authority and have SEND.

The school will also seek support from voluntary and private agencies as required.

The Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Our local offer can be found on our school website – www.stmarysrc.lbhf.sch.uk

Liaison with Parents/Carers

The school works in partnership with parents of pupils in accordance with guidance in the 2014 SEN Code of Practice: 0 to 25 Years.

- If the class teacher has an initial concern about a pupil's progress parents will be invited to discuss this with the teacher at the earliest opportunity and be told of strategies in place to help their child
- If a decision is being considered to move a pupil on to the Additional Needs Register then parents will be asked for their views prior to any decision being made. Parents will be fully informed of any additional programme in place for their child. At this stage parents will be told about Parent-Partnership Service
- Parents'/carers' views will be sought when a pupil's ISP is drawn up and suggestions as to how these can be supported at home will be provided.

- Parents and the pupil (for a brief time)are invited to each review and their comments are taken into consideration when deciding upon future action.
- In terms of an Annual Review, parents' comments are sought prior to the review report being drafted and incorporated into the final report

Consulting Young People with SEND

- Children's views will be sought and taken into account during the review process and at other key times throughout the year.

Transition Arrangements

Transition reviews for Year 6 pupils are held, where possible, in the Autumn term. The appropriate secondary school SENCO is invited to Annual Reviews. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

SEND pupils that are entering the Early Years or moving between key stages will have transition arrangements in place via the ISP review process.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.