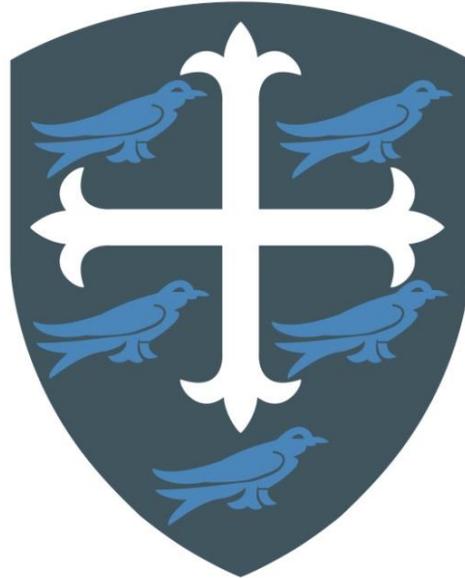


# St Mary's Catholic Primary School



## Inclusion and SEND Policy 2021- 2022

<b>Legal Status:</b>	Statutory
<b>Last Review:</b>	September 2019
<b>Review date:</b>	September 2021
<b>Next Review:</b>	September 2022
<b>Responsible Person:</b>	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."

**Signed by Chair of Governors:**

**Signed by Headteacher:**

**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 SEND Code of Practice, 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 SEND Code of Practice
- 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)

**Definitions:**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

- They have a learning difficulty or disability if they have:
- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

**Objectives in making provision for Pupils with Special Educational Needs and Disabilities:**

- To ensure that all pupils are able to develop intellectually, socially, emotionally, morally, creatively and physically;
- To provide individuals with appropriate support to help them make excellent progress and achieve well.
- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that, where special needs have been identified, the curriculum is successfully adapted and appropriate intervention are put in place to meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence

- To work in partnership with parents.
- To ensure that every pupil experiences success in their learning and achieves at their 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 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.

### **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 as well as an awareness of pupils on the SEN Register and the support materials and effective strategies to meet 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.

## **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.

### **SENco; Ms Carol Maguire.**

Her responsibilities include:

- Working with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

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 registers and the impact of interventions.

### **SEN Governor; Nicolette Moser**

Her responsibilities include:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **The Headteacher: Miss Maher**

The Headteacher works closely with the SENCO and keeps the Governing Body fully informed of SEND issues, providing an annual SEND Information Report.

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

#### **Specialisms**

Staff specialisms:

Ms Maguire (SENCO) is a qualified teacher with over 25 years' experience and holds the National Qualification for SEND Provision and along with the Headteacher is a trained Mental Health First Aider.

Ms McAveety is a trained Emotional Literacy Support Assistant (ELSA)

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.

#### **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

## **Identification, Assessment and Review**

Provision for children with SEND is a matter for the school as a whole. In addition to the governing body, the Head of School, the Inclusion Manager/SENCO, all members of staff have important day-to-day responsibilities.

*All teachers are teachers of children with special educational needs.* Teaching children with SEND is therefore a whole school responsibility.

At St Mary's 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. 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 identify 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, PIPs, Teacher Assessments, Screening Tests, SATs results, 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.

In line with the SEN Code of Practice, we use the Graduated Approach for identification, assessment and review of pupils with SEND in the school:

### **Assess**

- Draw on teachers' assessments and experiences of the pupil to analyse needs
- Look at individual's development in comparison to their peers and national data
- Consider advice from specialist teachers and 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.
- This will be outlined in a termly Individual Support Plan; ISP. This is shared with parent and children, where appropriate

### **Do**

- Class teachers should 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 Inclusion Manager/SENCO should support the class or subject 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 should be 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 SENCO, should revise 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.

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.

### **Evaluating the effectiveness of SEN provision**

Within the Graduated Approach we are regularly evaluating the effectiveness of the provision for pupils with SEN.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions termly
- Using pupil voice
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

### **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 Hobley 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 learning support staff (LSA's)

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.

## **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

## **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
- Specialist Inclusion Services *Inspire* (eg ASD Team)
- Children's Social Care
- Children and Adolescent Mental Health Service (CAMHS)
- Parent Partnership

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

### **The Local Offer**

The purpose of the Local Authority LBHF, 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.

<http://search3.openobjects.com/kb5/lbhf/fis/localoffer.page?localofferchannel=0>

Our **School Information Report** which is a summary document of our approach can be found on our school website – [www.stmarysrc.lbhf.sch.uk](http://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 Special Educational 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 where appropriate, are invited to each review and their comments are taken into consideration when deciding upon future action.
- In terms of an Annual Review of an EHCP, 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.