

English Martyrs

Catholic Primary School



Special Education Needs and Disability Policy

Reviewed:	March 2019	Reviewed by:	Mrs S Walsh	Status:	Active
Date Agreed:	19 th July 2019	Next Review:	March 2020		

Policy for Special Educational Needs and Disability (SEND)

Mission Statement

Through Christ we believe, inspire, achieve

Rationale

At English Martyrs Primary School we are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible educational and other outcomes. In line with our mission statement, “Through Christ we believe, inspire, achieve” every teacher is a teacher of every child, including those with SEND.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (June 2015)
- SEND Code of Practice 0 – 25 (January 2015)
- Children and Families Act (2014): Section 69
- Schools SEN Information Report Regulations (2014)

Aims

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment, we aim to:

- Build upon the strengths and achievements of the child.
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is where it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- Sustain effective channels of communication so that all persons, including parents and carers, are aware of the child’s progress and the Special Educational Provision made for them.
- Identify, through regular assessment, children with SEN at the earliest opportunity.
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.

Objectives

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

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- Work within the guidance provided in the SEND Code of Practice 0-25 Years (2015).
- Ensure pupil participation and involvement in their learning, with increasing responsibility for their learning and behaviour as they move through the school.
- Ensure good parent and carer involvement in children's learning and development.
- Ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.
- Ensure that learning needs of pupils with special educational needs are identified and assessed at the earliest opportunity; outcomes of Special Educational Provision are determined; and progress towards outcomes is monitored closely.
- Ensure all teachers are responsible for planning and meeting the learning needs of special educational needs pupils and for deploying support staff effectively to meet their learning needs.
- Ensure that the school effectively liaises with special schools and outside agencies to meet the needs of staff and pupils.

Broad Areas of Need

These four broad areas give an overview of the range of pupils' needs.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical impairment.

The purpose of identification is to plan the action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the whole child, not just their special educational needs.

There can be factors other than special educational needs that will affect progress and attainment. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically lead to the child receiving Special Educational Provision.

A Graduated Approach to SEN Support

The school is committed to early identification in order to meet the needs of children with SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who access support from teaching assistants or specialist staff. Teachers' ongoing assessment provides information about areas where a child is not progressing satisfactorily. Formal assessments such as EYFS, end of key stage tests and

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standardised assessments will support these observations; teachers will consult with the SENDCO to consider the next steps. Progress can be achieved by considering the pupil's characteristics of learning and the teaching style or making reasonable adjustments to the learning environment and the task (Enhanced Quality First provision). If subsequent strategies or interventions do not lead to adequate progress then the teacher will consult the SENDCO to review provision. The conclusion may be that the pupil requires help that is additional to, or different from, that which is normally available. This would constitute Special Educational Provision and the registering of the child at SEN Support. We seek to identify pupils making **less than expected progress** given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- fails to make progress with wider development or social and emotional needs
- fails to make progress in self-help, social and personal skills

The school will use the approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'; this process is carried out with the involvement of class teacher, SENDCO, child and parents. The SENDCO will be responsible for liaising with any external agencies. All pupils at SEN Support will have a SEN Support Plan, to be maintained by the class teacher with the support of the SENDCO.

ASSESS - The teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENDCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered to discover what is important to the pupil and how best we can support them.

PLAN – Pupils, parents and staff working together in the planning process is essential to ensure outcomes for the child in the short and longer term are appropriate and aspirational. We adopt a person centred approach ensuring the child and their needs are at the forefront of any decisions. Parents and pupils will receive a copy of the Support Plan for the term, which will include information about the expected outcomes, actions and strategies and provision. Parents' comments are also included and a review date will also be set.

DO- The strategies and interventions agreed in the plan are implemented and progress is monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW- A pupil progress review is held at the end of the specified period of intervention.

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This review will form the basis of further assessment and planning. Meetings with class teacher, SENDCO, pupils and parents occur at least termly.

The school's SEN Information Report (which contributes to the Local Authority's Local Offer) can be found on the school website: www.englishmartyrs.co.uk

This indicates the type of provision the school currently offers to pupils with SEN and disability. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes.

Education, Health and Care needs assessment and plan

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support; the school may request an Education, Health and Care needs assessment from the Local Authority, which may lead to an Education, Health and Care needs Plan.

The school will provide evidence about the child's progress over time; documentation relating to the child's SEN Support; and any action taken to address their needs, including any resources or special arrangements in place.

This information may include:

- the child's SEN Support Plans
- records of reviews with pupils and parents, and their outcomes
- Common Assessment Framework (if applicable)
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to an Education, Health and Care needs assessment, it will request advice and information about the child and the provision that is required to be in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it will then be decided whether to issue an Education, Health and Care needs plan (EHC plan). Further information is available on the LA website www.sefton.gov.uk

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Annual Review of the EHC Plan

It is a requirement to review all EHC plans at least annually. The SENDCO initiates the process by inviting relevant people to the meeting. This will include pupils, parents and others involved with the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action plan

Any amendments to the EHC plan will be recorded. The SENCO will record the outcomes of this meeting.

Criteria for exiting Special Educational Provision

A child may no longer require Special Educational Provision, where they

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

Supporting pupils and families

Sefton's Local Offer can be found at www.sefton.gov.uk

This policy forms part of the school's SEN Information Report.

The school is committed to working closely with parents; new initiatives to further develop closer working relationships are continually implemented. Parents meet regularly with school staff to share concerns or successes. Parents are made aware of the information, advice and support services available to them and are supported to engage with external agencies.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later on in the process with the SENDCO. Parents are encouraged to be involved with target setting for personalised plans. Some home activities may be provided. Parents and pupils are invited to target setting meetings and to review progress. Parents of children

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with EHC plans will also be invited to an annual review, along with relevant support service personnel connected to the child, and the pupil themselves. The SEN Information Report is updated annually on the school's website.

Medical issues are first discussed with the parents/carer. If support is required, the school nurse will be contacted. A multi-agency approach may be initiated if school staff require further knowledge, understanding or training regarding a child's medical needs, or if adjustments need to be made.

Depending on the special educational needs of the children, different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist. Parents will be informed and involved in this process.

The Educational Welfare Officer visits school regularly to offer advice. If a teacher is concerned about the welfare of a child, they should consult a member of the School's Safe guarding team (Lewis Dinsdale, Clare Jasper or Michelle Bowden). The School's Child Protection/Safeguarding Governor is Joanne Gannon.

Admissions

Pupils with special educational needs will be admitted to English Martyrs Primary School in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs. In the case of a pupil joining the school from another school, staff at English Martyrs Primary School will seek to ascertain from parents whether the child has special education needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum. The Admissions policy is available on the school website.

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school, the Year 6 staff and SENDCO will meet with the SENCO of the receiving school to discuss SEN records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

Medical Needs

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan, which brings together health and social care needs, as well as their special educational provision; it ensures the SEND Code of Practice (2015) is followed.

The school's policy on medical needs can be found on the school website at www.englishmartyrs.co.uk

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Monitoring and evaluation of SEND

At English Martyrs Primary School, a system of Provision Mapping and Intervention monitoring is used to ensure that we are able to analyse the impact and outcomes of provision and resources made available to an individual child and wider groups of pupils. Assessment and other progress information is inputted from whole school systems already in place, to inform teachers and senior leaders on the progress of pupils. This is used to inform future decisions and can be used to inform discussions in review meetings with parents and pupils. It also helps us to determine the effectiveness of our provision for pupils with special educational needs and disabilities, and ensure that provision of resources is equitable among pupils according to their needs.

Training and resources

Governors will ensure that there is a suitably qualified SENDCO who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases groups. Teacher Assistant time is allocated to ensure pupils receive the individual support outlined in SEN Support plans and teachers are responsible for ensuring this takes place and is monitored. The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress. Training for teachers and teaching assistants is provided both within school and through other professional development activities.

The school uses funding to provide external professional advice and support for individual pupils in relation to needs.

The governors will ensure that they are kept fully informed of their statutory responsibilities by attending training and receiving regular updates from the Headteacher. The SENDCO will keep informed of current research and thinking on SEND matters. The SENDCO will be supported to enhance their knowledge, skills and abilities through attendance at courses or from the support of other professionals. The SENDCO will disseminate knowledge or skills gained through whole school INSET, staff meetings or consultation with individual members of staff. External agencies may be invited to take part in INSET. SEND training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Roles and Responsibilities

The Governing Body

The SEND Governor, Mrs Neary, will support the Governors to fulfil their statutory obligations by ensuring:

- the SEN Information Report is reviewed annually, and details the effectiveness of provision in the last year, along with any significant changes to policy.

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- the governors' annual report details the effectiveness of the SEND policy in the last year; outlines any significant changes to the SEND policy; and explains why the changes have been made and how they will affect SEND provision,
- the school prospectus explains how the school implements the special educational needs statutory requirements reflecting what the school currently provides for pupils with special educational needs.

The Headteacher

The Headteacher will work closely with the SENDCO, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher and the SENDCO will identify areas for development in special educational needs to contribute to the school's improvement plan.

The Special Educational Needs and Disability Co-ordinator (SENDCO)

The SENDCO is responsible for:

- co-ordinating SEND provision for children
- liaising with and advising teachers
- maintaining the school's SEND register and overseeing the records of all pupils with special educational needs and disabilities
- liaising with parents of children with special educational needs and disabilities
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- supporting the class teacher with the SEN Support Plan procedure

Role of Class Teacher and Support Staff

Teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who access support from teaching assistants or specialist staff. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting children's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEND. They work together with the SENDCO to formulate provision and review progress and impact. They maintain a class SEND file that is kept in the classroom for reference by staff including supply staff and students as appropriate.

Reviewing the policy

This policy will be reviewed annually by the SENDCO and Headteacher.

Complaints

The complaint procedure for special educational needs mirrors the school's other complaints procedures. The school's complaints policy can be found on the website at www.englishmartyrs.co.uk

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Should a parent or carer have a concern about the special educational provision made for their child, they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the SENDCO
- discuss the problem with the Headteacher
- the Headteacher may refer the matter to Sefton's SEND department. Parents are informed about Information Advice and Support Services (formerly Parent Partnership) and how to make representations to the LA
- more serious on-going concerns should be presented in writing to the SEND Governor, who will inform the Chair of the Governors, School Adviser, or the LA SEND Adviser as appropriate.

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