



St Mary's Catholic Primary School

# SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

*We grow and learn in the footsteps of Jesus*

SENCO: Mrs J. Chidlow	
Approved by:	
Name:	Miss N. Pettitt
Position:	SEND Governor
Signed:	N. Pettitt
Date:	
Proposed review date <sup>2</sup> :	<b>November 2021</b>



## St. Mary's C.P. School Special Educational Needs (SEND) Policy

St. Mary's C.P. School has a named Special Educational Needs Co-ordinator (SENCO), **Mrs Jane Chidlow who is a qualified teacher**, and a named Governor responsible for SEND, **Miss Nicola Pettitt**.

They ensure that the St. Mary's C.P. School's Special Educational Needs policy works within the Special Educational Needs and Disability Code of Practice (2015), Part 3 of the Children and Families Act 2014, Special Educational Needs and Disability Regulations 2014 and within the guidelines and inclusion policies of the Local Education Authority and other policies current within the school.

### *What are special educational needs?*

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **(Code of Practice 2015)**

At St. Mary's, it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (2015).

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory/physical needs

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

There are occasions when progress and attainment are affected by factors other than special educational needs. 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 necessitate the child receiving Special Educational Provision (SEP). These children will be recorded on an Additional Needs Register.

This SEND policy details how, at St. Mary's, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. **We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.**

As the general level of ability within our school is high, we recognise that some children may feel disadvantaged working alongside high achieving children. They may be offered additional support, through small group or 1:1 activities, in order to boost their skills level and confidence.

The school recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.

### Aims

The aims of this policy are:

- That every person in the school might have the opportunity to fulfil their potential culturally, morally, physically, academically, spiritually and socially.
- To create in the classroom a climate of warmth and support in which all pupils feel valued and able to risk making mistakes as they learn without fear or criticism. (A Curriculum For All 1989)
- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- To create an environment where pupils have respect for one another and pupils grow in self esteem
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To 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 in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for children's special educational needs

- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision (SEP) made for them.
- To assess children regularly so that those with SEND are identified as early as possible.
- To enable pupils with special educational needs to make the greatest progress possible.
- To work towards developing expertise in using inclusive teaching and learning strategies.

## **Equal Opportunities and Inclusion**

*Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEN coordinator and individual teachers to ensure all children have equal access to succeeding in this subject.*

***Through appropriate curricular provision, we respect the fact that children:***

- *have different educational and behavioural needs and aspirations*
- *require different strategies for learning*
- *acquire, assimilate and communicate information at different rates*
- *need a range of different teaching approaches and experiences*

***Teachers respond to children's needs by:***

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

## **Identification, Assessment and Provision**

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of

staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.**

## **A Graduated Approach to SEND Support**

The school is committed to early identification in order to meet the needs of children with SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, SATs or the use of NFER Tests. Teachers will then consult the SENCO to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focussing on classroom organisation, teaching materials, teaching style and differentiation. Parents will be informed and specific interventions will be put in place. This will be monitored for a period of up to six weeks and if the intervention does not lead to adequate progress then the teacher will consult the SENCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available and the child may be added to the SEND register with the permission of the parents and registered as receiving SEND 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 graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENCO will update all records of provision and the impact of that provision. The teacher will maintain the personalised plans and keep them updated.

**ASSESS** - The teacher and SENCO 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, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need

and strategies recommended. We will listen to the views and experience of parents/carers and the pupil. Where external specialists are involved directly with the pupil, parental consent will be sought first.

**PLAN** – Where SEND Support is required the teacher will put together a plan outlining the adjustments, strategies and interventions to be implemented and the expected outcomes including a date when this will be reviewed. Pupils and parents will be involved in the planning process as much as possible. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

**DO-** The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who support set out in the plan and monitor the progress made. The SENCO will provide support, guidance and advice.

**REVIEW-** The progress of the pupil will be reviewed at the end of the specified period of intervention by the teacher, SENCO, parent/carer and the pupil. This review will form the planning of next steps for a further period or where successful the removal of the child from SEN Support.

The school's Local Offer can be found on the school website [www.kells-stmarys.cumbria.sch.uk](http://www.kells-stmarys.cumbria.sch.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. The SENCO records the cost of provision made through provision mapping.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre- school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose

first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

### **Monitoring Children's Progress**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, we will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an IEP (Individual Education Plan) and review sheet/provision map and the SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the Local Authority with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEN register with parental permission. The class teacher after discussion with the SENCO will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents and young person.

**Reasons for a child being added to the SEN register may include the fact that s/he:**

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.



- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress.

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

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of the child's needs. They will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENCO through a school email address.

### **The Nature of Intervention**

The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the TA or Teacher.
- Extra adult time to devise/administer the nature of the planned intervention

- and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENCO and they will have specific time slots to discuss individual learning targets and progress with the SENCO on termly basis.

The SENCO will support further assessment of the child where necessary, assisting in

- planning for their future needs in discussion with colleagues and parents.

### **The Use of Outside Agencies**

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

### **Outside agencies may become involved if the child:**

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

### **Statutory Assessment of SEND**

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, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan.

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

This information will include:

- The child's individual plans ( IEP) and pupil targets
- Records of reviews with pupils and parents, and their outcomes
- Records of the child's health and medical information where relevant
- National Curriculum attainment, and wider learning profile
- Educational and other assessments from and advisory specialist support teacher or Educational Psychologist
- Views of the parent and the child
- Involvement of any other outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put 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 must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website [www.cumbria.gov.localoffer](http://www.cumbria.gov.localoffer)

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an EHCP will be reviewed termly in addition to the statutory annual assessment. When this coincides with transfer to high school, the SENCO from the high school will be informed of the outcome of the review.

### **Annual Review of the EHC Plan**

All Statements/ EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to 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 and the Head Teacher will ensure that it is sent to the LA.

### **Individual Education Plans or Learning Plans**

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan or Learning Plan which will include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning
- What they are responsible for
- How the child can be successful
- The review date.

Mid-point review sheets are stored on the school system and updated regularly by teachers and teaching assistants. The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

### **Criteria for exiting Special Educational Provision**

A child may no longer require SEP, 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.

### **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. Staff plan lessons that incorporate the different learning styles that children have. Individual Education Plans or Learning Plans employ a small-steps approach and feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have an Individual Education Plan with individual targets.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

### **Allocation of Resources**

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans.

The Headteacher and SENCO informs the governing body of how the funding allocated to support special educational needs has been employed.

### **Supporting pupils and families**

Cumbria Local Authority's Local Offer can be found at [www.cumbria.gov.local\\_offer](http://www.cumbria.gov.local_offer) This policy forms part of the school's SEN Information Report which can be found on the school website.

The school is committed to working closely with parents. Parents meet regularly with school staff and concerns and successes are shared. Parents are made aware of the Information, Advice and Support Services (IASS), formerly Parent Partnership Service, and 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 the SENCO. 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 with EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves.

Medical issues are first discussed with the parents/carer. If support is required the school nurse will be contacted. The child may then be referred for assessment through his/her GP.

Depending on the special educational needs of the children different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist, the Traveller Service.

The School's Designated Lead is **Mrs Susan Starkie**

The position of the School's Child Protection / Safeguarding Governor is fulfilled by **Margaret Woosnam**.

### **The Role of the Governing Body**

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

### **Admissions**

Pupils with special educational needs will be admitted to St. Mary's Catholic 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, St. Mary's Catholic 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 teacher and SENCO 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 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 and the SEND Code of Practice (2014) is followed.

The school's policy on medical needs can be found on the school website at [www.kells-stmarys.cumbria.sch.uk](http://www.kells-stmarys.cumbria.sch.uk)

## **Training and resources**

Governors will ensure that there is a suitably qualified SENCO 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. Teacher Assistant time is allocated to ensure pupils receive the individual support outlined in the individual 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 teacher 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 line with their statements and in relation to needs.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher or the SENCO.

The SENCO will keep abreast of current research and thinking on SEND matters.

The SENCO will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals.

The SENCO will disseminate knowledge or skills gained through staff meetings, whole school INSET 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.

Funding received for a statement/ Education Health Care Plan is allocated to ensure appropriate provision.

## Roles and Responsibilities

### The Governing Body

The SEN Governor Miss Nicola Pettitt will support the Governors to fulfil their statutory obligations by ensuring:

- the Curriculum Committee receives a report at every curriculum meeting to update progress on SEN issues,
  - the SEN policy is reviewed annually,
  - the governors' annual report details the effectiveness of the SEN policy in the last year, any significant changes to the SEN policy, why they have been made and how they will affect SEN provision,
  - the school prospectus explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

### The Headteacher

The Headteacher, if not the SENCO, is the school's 'responsible person' and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENCO, 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 SENCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

### The Special Educational Needs Co-ordinator (SENCO)

The Special Educational Needs Co-ordinator's [SENCO] is **Mrs Jane Chidlow** and the responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising colleagues.
- co-ordinating SEND provision for children
- maintaining the school's SEND register and overseeing the records of all pupils with special educational needs
- overseeing the records of all children with special needs
- liaising with parents of children with SEND.
- contributing to the in-service training of staff.
- liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- liaising with external agencies including the Local Authority's support and educational psychology services, advisory teachers, health and social services and voluntary bodies.
- consultation with the class teacher to ensure that IEPs or Learning Plans are written and that reviews take place.



- co-ordinating and developing school based strategies for the identification and review of children with SEND.
- making regular visits to classrooms to monitor the progress of special needs children.

### **Role of Class Teacher and Support Staff**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils 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 the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEN. They work together with the SENCO to formulate and review IEPs and to maintain a class SEND file that is kept in the classroom for reference by staff including supply staff and students as appropriate.

### **Storing and managing information**

The confidential nature of SEND information is fully recognized at St. Mary's Catholic Primary School. Hard copy files are stored in the office next to the Head Teacher's office, whilst electronic files are stored on the edukey 'School Robins – Learning Plans and Provision Maps' website.

### **Monitoring and evaluation**

The SENCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Individual Education Plans for children. The SENCO and the SEN Governor hold regular meetings to review the work of the school in this area. The SENCO and the Head Teacher hold regular meetings to review the work of the school in this area. This policy will be reviewed annually and updated in the light of new developments.

### **Accessibility**

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. St. Mary's Catholic Primary School publishes its Accessibility Plan within its Local Offer and the school website. These can both be found at [www.kells-stmarys.cumbria.sch.uk](http://www.kells-stmarys.cumbria.sch.uk)

## **Complaints**

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special 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 SENCO
- discuss the problem with the Headteacher
- more serious on-going concerns should be presented in writing to the SEN Governor, who will inform the Complaints Committee of the Governing Body who will consider the complaint and respond within 5-10 school days.

## **Bullying**

Bullying is taken very seriously at St. Mary's Catholic Primary School. To view the school's policy on anti-bullying, see the school's website at [www.kells-stmarys.cumbria.sch.uk](http://www.kells-stmarys.cumbria.sch.uk)

Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors at St. Mary's Catholic Primary School endeavour to generate a culture of support and care among pupils.

**Policy reviewed and accepted by staff – November 2020**

**Policy accepted by the governors - November 2020**

**Policy to be reviewed – November 2021**