



St Mary's Catholic Voluntary Primary Academy

SEND and Additional Needs Policy

Spring 2016

Governor Review Date	Spring 2016
Review Frequency	Annual
Date for Next Review	Spring 2017
Head Teacher Approval	
Governor Approval	

SEND and Additional Needs Policy

This policy complies with:

- Equality Act 2010: advice for schools DfE Feb 2013;
- SEND Code of Practice 0 – 25;
- Schools SEN Information Report Regulations (2014);
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014;
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013;
- Safeguarding Policy;
- Accessibility Plan;
- Teachers Standards 2012.

This policy was created by the school's Head Teacher, SENDCO and in liaison with the SLT, all staff and parents of pupils with SEND.

Special Education Needs Coordinator (SENDCO): Mrs Amanda Hick

Role of SENDCO in school: Member of the Senior Leadership Team, Key Stage One Leader and Teacher.

St Mary's Catholic Voluntary Primary Academy aims to ensure that all children's individual needs are met so that they are able to achieve their educational potential, and is committed to providing, for each pupil, the best possible environment for learning.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties. In St Mary's every teacher is a teacher of every child including those with SEN.

According to the Special educational needs and disability code of practice: 0 to 25 years

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

- *have a significantly greater difficulty in learning than the majority of others of the same age, or*
- *b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

A child under compulsory school age has special educational needs if they fall within the definition of the above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

At St Mary's, we are committed to being open, supportive and a professional team who are committed to ensuring that every child succeeds.

We aim to create a positive atmosphere of trust, mutual respect and high expectations between pupils, staff, parents and other professionals.

We are determined to ensure that we provide a happy, safe and calm environment where children behave well and develop into confident, creative and independent learners.

This policy was developed in consultation with professionals and SENDCOs from local cluster schools. This reflects the updated SEND Code of Practice, 0-25 guidance.

Aim

Children with SEND will be offered full access to a broad, balanced and relevant education. Appropriate long-term support and well-planned provision will enable them to reach expected outcomes and make at least good progress. The school will promote high expectations and aspirations for all children. All children will achieve success, develop confidence, build self-esteem, make positive contributions and improve children's well-being.

Objectives

- Early identification and assessment of a child with SEND;
- Effective use of resources to meet children's SEND;
- Clear documentation to record provision and monitor progress;
- To work with parents to gain a better understanding of their child and involve them in all stages of their child's education;
- Where possible, pupils participate and are involved in the information gathering and reviewing process;
- Liaise with external agencies to maximise effective provision and assessment;
- Develop existing skills of all staff in the identification of and assessment of provision for children with SEND. Provide training and support as appropriate;
- Ensure that resources are deployed effectively to remove barriers to learning and impacts positively on pupils' progress;

Identifying Special Educational Needs

Children will have needs and requirements that may fall in to one of the 4 areas defined by the SEND Code of Practice, January 2015.

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

In practice, individual children often have needs that cut across all these areas and their needs may change over time. At St Mary's, we identify and assess the needs of pupils by considering the needs of the whole child, not just their primary need.

The following are not classed as SEND, but we recognise the impact that they have on progress and attainment.

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND);
- Attendance and punctuality;
- Health, welfare and safeguarding;
- EAL;
- Being in receipt of Pupil Premium Grant;

A Graduated Approach to SEND Support

Teachers are responsible and accountable for the development and progress of all pupils in their class. In the first instance, children who are not making expected progress compared to their peers will be identified as an SEND concern by the class teacher. Initial concerns will be shared with parents and the SENDCO.

High quality differentiation in the classroom is the first step in responding to pupils who may or may not have SEND. The second step is to implement well-planned interventions, such as Project X. The progress of individual children will be monitored over an appropriate period of time. At this point, the SEND status of the child will be reviewed and advice from specialist services will be sought if

necessary. Applications for statutory assessment will be initiated if appropriate. Parents will be consulted throughout the process, and the child's views will be sought if appropriate.

Please see the 'Appraising Teacher Performance Procedure 2014' for more information regarding how teaching is reviewed.

Managing Pupils Needs on the SEND Register

- SEND register;
- SEND as a user defined group on SIMS to monitor progress;
- Provision maps;
- IEPs;
- Measure of progress for interventions groups;
- Reviewed as appropriate;
- Formal SEND reviews;
- SENDCO to provide support for all teaching staff.

Teachers are responsible and accountable for writing and updating Provision Maps working in partnership with parents and other agencies, which is overseen by the SENDCO.

The SEND budget will be managed effectively to provide appropriate additional support by the SENDCO, Head Teacher and SEND link governor. The SEND link governor will report progress to the governing body and Ofsted.

How we decide upon the level of provision and the referral process is detailed in the SEND Information Report. This report is available and published on the school website and is attached as an appendix.

A range of agreed Local Authority documentation will be completed as appropriate, such as SARF, EHAS.

Criteria for Exiting the SEND Register/Record

If a child has:

- Demonstrated and maintained expected progress;
- Achieved targets set;
- Been discharged from additional, external support following multi-agency reviews;
- Demonstrated that there is no longer a need for intervention.

All children who have exited the SEND register will continue to be monitored for an appropriate period of time. Records will be kept securely and parents will be informed throughout the process.

Supporting Pupils and Families

Please refer to the SEND Information Report and Managing the Medical Conditions of Pupils which can be accessed on our website.

Supporting Pupils at School with Medical Conditions

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. The school fully complies with the DfE guidance on Supporting Pupils with Medical Conditions. Please refer to the Managing the Medical Conditions of Pupils policy which is available on the school website.

Training and Resources

Funding for SEND is received from the following sources:

- Payment for pupils on the SEND register;
- Funding from EHCP;
- Pupil Premium;
- Additional money allocated from the school budget.

Funding is used to provide a range of appropriate resources and specialist CPD. Training is planned and organised according to specific need and performance management objectives.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCOs regularly attend the Local SENDCO network meetings in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

The governing body endeavours to secure the necessary provision for any pupil identified as having SEND.

The nominated person for Safe Guarding is Mrs Christine Ruddy and the deputy nominated person for Safe Guarding is Mrs Lindsay Phelps.

The Head Teacher is responsible for managing PPG and LAC funding.

For more information about medical needs, please refer to the Supporting Pupils with Medical Needs Policy.

Storing and Managing Information

Each child has a SEND file which is locked away. Any relevant information will be shared with the classroom teacher.

Safe Guarding information is held separately in a locked cupboard. Please refer to the Child Protection Policy for more information.

All information held electronically is password protected.

Reviewing Policy

Due to the current climate of reform, this policy will be reviewed annually.

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.

For information regarding accessibility, please refer to the Accessibility Policy.

Written information that is normally provided by the school to its pupils can be provided in alternative forms. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

If a parent needs to speak to key staff, an appointment will be made at the next possible opportunity.

Complaints

The school has a statutory complaints procedure. This policy can be found on the school website or is available upon request from the school office.

Bullying

The school has a statutory anti-bullying policy. This can be found on the school website or is available upon request from the school office.

Every care has been taken in the compilation of this policy and the information provided is correct at the time of publication.

Any policies that have been referred to in this policy are available on the school website (<http://www.st-marys.rac.sch.uk/>) or are available upon request from the school office. Written information that is normally provided by the school can be provided in alternative forms.