

# St. Mary's R.C. Primary School

## Special Educational Needs and Disability (SEND) Policy



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**SENDCo:** Mrs Joanne Openshaw (NASENCo award)

**SEND Governor:** Vera Boardman

## Mission Statement

**Jesus teaches us to love God and neighbours as ourselves. Our mission as a Catholic School is to put that into practise in the way we live, teach, learn and work together.**

We will show we love God by making God part of our school day: by our prayers, by our acts of worship, by listening to the Word of God, by our respect for God's creation. We will show we love God by letting the teachings of Jesus and his Church guide our daily choices, words, actions and attitudes. We will practise compassion, forgiveness, tolerance, honesty and respect in all situations.

The children are our neighbours: we will show love for them by respecting them as individuals, knowing them and their needs, and carefully planning their education so that each can reach their full potential. We will show love for them by creating a safe, nurturing, listening environment. We will show love for them by having the highest expectations, and challenging them to reach for the Stars and be the best they can be.

Parents are our neighbours: we will show love for them by offering our guidance and help, seeking their active partnership in the education of their children, and understanding their particular situations.

All members of Staff are our neighbours. We will show love for them by working as a team, sharing our skills and care, praising and celebrating excellence, communicating effectively and understanding each other's needs. Children and parents too will show this love by their respect for all Staff and the rules that create a peaceful and safe learning environment.

Our neighbours are all around us in our local community: we will show we love them by a warm welcome to everyone who visits Saint Mary's, and by our outreach to those in need. The poor too are our neighbours: we will show we love them by supporting charitable works at home and abroad.

This policy was initially written in January 2022 following guidance from the SEND Code of Practice 2015 (0-25) and will be updated every 3 years.

### **Rationale**

At St. Mary's R.C. Primary School every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. St. Mary's R.C. Primary School is committed to providing an education that enables all pupils to make progress so that they can achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

St. Mary's R.C. Primary School is committed to inclusion. Part of the school's Strategic planning for improvement is to develop policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We recognise clearly:

*'That every teacher is a teacher of every child or young person including those with SEND'.*

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including: ability, emotional state, vulnerability, age, maturity, Pupil Premium (PP), Free School Meals (FSM) and the impacts of the COVID pandemic and remote learning. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At St. Mary's R.C. Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. We aim to raise the aspirations and expectations for all pupils with SEND and provide a clear focus on the best outcomes for children.

## **Aims**

- To provide all children with a broad, balanced and differentiated curriculum to meet their individual needs.
- To encourage every child to reach their full potential in all areas of school life.
- To identify those children with difficulties/vulnerabilities and provide appropriate support.

## **Objectives**

- To admit all pupils to the school on the basis of the school's published admissions procedures and welcome all pupils, including those with SEND.
- To identify and provide for pupils who have special educational needs and/or disabilities.
- To work within the guidance provided in the SEND Code of Practice.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs and disabilities.
- To provide a Special Educational Needs Co-ordinator (SENDCo) who will work within the SEND and Inclusion Policy.
- To provide support and advice for all staff working with special educational needs and/or disabled pupils.

## **Definition of SEND**

The code of practice defines SEND as:

A child or young person has SEND 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 he or she:

'Has a significantly greater difficulty in learning than the majority of others the same age; or has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school within the area of local education authority.'

The SEND Code of Practice: for 0 to 25 years identifies four broad areas of Special Educational Needs:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or physical needs

**The SEND Code of Practice 2015 suggests that pupils are only identified as having SEN if they do not make adequate progress once they have had all the intervention or adjustments and good quality personalised teaching.**

At St. Mary's R.C. Primary School, we identify the needs of pupils by considering the needs of the whole child. If a child is underachieving, they may not necessarily have a special educational need. It is our responsibility to identify this quickly and to ensure that appropriate interventions are put in place to help these pupils to make the progress of which they are capable through liaison with the class teacher.

We recognise that there are factors, which may impact on progress and attainment other than SEND, these may include issues in relation to:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium (PP) or Free School Meal (FSM) Grant
- Being a Looked After Child (LAC)
- Being a child of active Serviceman/woman
- Being a member of a Travelling Community

We also recognise that there are pupils who have SEND, who are also in receipt of PP/FSM, which can add to that pupil's vulnerability and that there is always the potential for this. St. Mary's will pay close attention to this fact and provide appropriate support wherever possible.

### **Identification, Assessment, Planning and Review Arrangements**

St. Mary's R.C. Primary School follows the graduated approach of 'Assess, Plan, Do and Review (APDR)' as outlined in the 2015 Code of Practice. This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils' (Teachers' Standards 2012).

School assessment data, teacher judgments, discussions with parents and the child and where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. From the academic year 2021/22, *PIVATS* will be used to assess and measure progress for SEND pupils. The Bury Local Authority 'Costed Provision Map' is used to record SEND support and resources.

All children and young people at St. Mary's R.C. Primary School have an entitlement to high quality, every day, personalised teaching. This is teaching that is carefully planned and takes prior learning into account. Lessons have a clear structure and learning objectives are set at the beginning of each class and revisited throughout lessons. Teachers use lively, dynamic, interactive teaching methods that ensure high quality teaching and learning takes place, including taking different learning styles into account.

All teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

### **Class intervention plans**

Class teachers make termly intervention plans, which use a 3 step or 'wave approach' with different levels of support to enable all children to achieve their personal learning outcomes.

**Wave 1** - is good quality inclusive teaching, which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment. Wave 1 interventions could simply be the provision of a child having a specific 'Hot Spot' in class to ensure good focus and attention.

**Wave 2** - outlines specific, additional and time limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are often targeted at a group of pupils with similar needs.

**Wave 3** - is targeted provision for a small percentage of children who require a high level of additional support or specialised provision in order to address their needs. Some of these children may have an EHC (Educational Health Care) plan in place if school cannot fully meet their needs from our own school SEND budget. For some pupils with complex needs such as 'Social Communication Difficulties' or 'ASD' (Autistic Spectrum Dis-order) they may also require a 'Pupil Profile' information sheet, so that all Staff are aware of their additional needs.

### **Outside agency support**

The school may seek the advice and assessment of other agencies where required. Following assessment, a decision will be made as to what support the child needs. This could include sessions of 1:1 support and using recommended interventions and resources. The child may also be recorded as having 'SEND Support' on the SEND register.

For pupils with complex long-term needs who fail to make progress despite interventions, there may be the possibility of a future EHC plan. This requires an in-depth referral for these children, to be formally assessed by the local authority SEN team. This process has to include: collection of evidence from 'Assess, Plan, Do, Review cycles', evidence of expenditure detailed on a Costed Provision Map showing the cost of intervention/support provided over 12 months and may require the involvement of an Educational Psychologist or assessment/observation by other services. It is a complex and timely process and the referral has to meet a strict criteria.

Parents are also invited into school to be part of this process and to meet with the Educational Psychologist (where appropriate), class teacher and SENDCo to decide on the next steps for their child.

In September 2018, a partnership of Head Teachers was formed in Bury who meet periodically throughout the year, to share resources, best practise and advise each other on how to support SEND pupils who have SEMH needs. Via the Bury Local Authority (LA) SEN Team, schools access support from departments such as the:

- Educational Psychology (EP) Service
- Additional Needs Team (ANT) which offers support for; cognition and learning, (reading, writing and maths) social, communication difficulties and medical/sensory needs.
- Child and Adolescent Mental Health Services (CAMHS formally HYM formally CAMHS) and Improving Access to Psychological Therapies programme (IAPT)
- Bury Parent Forum
- Social Services and Looked After Children Team

How these are accessed is constantly changing but SENDCo's are kept updated via their monthly SENDCo Network meetings.

### **Managing Pupils Needs on the SEND Register**

At St. Mary's R.C. Primary, we ensure that pupils who are on the SEND register are receiving the appropriate provision and we assess and review this through:

- Tracking the progress of pupils through the whole school target tracking system/PIVATS.
- Pupil progress meetings.

- Ensuring that the class teacher fulfils their responsibility in collecting evidence of progress in relation to the outcomes set out in the intervention plans.
- Termly review of intervention plans to review outcomes, identify next steps and create new plans.
- When reviewing progress, if a child is not making expected progress or if the school is unable to meet the child's needs through the provision available, the SENDCo requests additional support from specialist services (ANT, School Nursing Service, SALT, Millwood etc).
- When specialist services or outside agencies are requested, both parents and children are involved in the process of discussing the appropriate services required to meet their needs.
- Any agency referral documentation is completed by the SENDCo. This could include referrals to the Additional Needs Team, Speech and Language Therapy (SALT), Educational Psychology Service, Behaviour Outreach Team, Children and Adolescent Mental Health Service (CAMHS was Healthy Young Minds (HYM)), Inclusion Panel or IAPT. The majority of referrals are read and signed by parents prior to sending, for those that don't require a signature, a box has to be ticked to say parents are aware of the referral.
- Annual reviews of EHC plans are held as prescribed in the SEND Code of Practice 2015. All Stakeholders are invited to be involved in the Annual Review and are child/person centred.

### **Criteria for Exiting the SEND Register**

Through the review part of the 'assess-plan-do-review' process, if a child has made significant progress which puts them back in line with their peers, and ensuring all Stakeholders agree, the pupil will be removed from the SEND register. Also, pupils that have had outside agency intervention, for example speech therapy, may be removed from the register if they have been discharged and need no further support.

### **Supporting Pupils and Families**

St. Mary's R.C. Primary will support pupils and their families by:

- Providing a SEND Information Report on the school's website.
- Ensuring that parents and pupils have easy access to the L.A. local offer through the school's own website.
- Ensuring that families are provided with links with other agencies to support both the family and the pupil when appropriate.
- Parents are sign posted to services that will meet the needs of their own child.
- Ensuring that families are able to access information about admission arrangements.
- Ensuring that families are informed about access arrangements for tests when necessary.
- Planning effective transition between phases and key Stages and arranging additional visits or social stories where necessary.
- Ensuring parents are able to access the policy for managing medical conditions of pupils.

### **Supporting Pupils at school with Medical Conditions**

Any children with medical conditions at St. Mary's are supported and have full access to all aspects of education, including school trips, physical education and any after school activities. Any children who have a disability in conjunction with a medical condition also have access to all aspects of school life and the school endeavours to comply with its duties under the Equality Act 2010.

- If a child with a medical condition at St. Mary's also has a special educational need and/or disability (SEND) and an EHC plan, we will work with health and social care to bring the plan together alongside their special educational provision and ensure that the SEND Code of Practice (2015) is followed.

- St. Mary's has a medication policy with forms in the office to be completed in every case.
- Care plans are created where necessary, involving health professionals if appropriate and staff are informed. A list of children with medical conditions, such as asthma, hay fever, allergies and other conditions, is provided for all staff and regularly updated.
- Procedures are in place for medical emergencies.
- All staff have briefings about children's needs. Good ratios of Staff with first aid training are maintained.
- Staff are trained by outside agencies when required to support specific medical needs and conditions. For example, epi-pen, epilepsy and diabetes training.

### **Monitoring and Evaluation of SEND**

St. Mary's monitor and evaluate the effectiveness of our provision carried out in the following ways:

- Classroom observation by the Senior Management Team.
- Observations of interventions and individual pupil's by the SENDCo.
- Assessment of progress made in intervention groups by the class teacher and teaching assistant.
- Monitoring of interventions and support provided in SEND review meetings including completion of information for the Costed Provision Map.
- Tracking pupil progress using assessment data and PIVATS (for those working significantly below Age Related Expectations (ARE)).
- Continuous communication, discussion and feedback between Class Teachers, TAs/SSAs and the school SEND Team.
- Parent and pupil views through child/person centred annual reviews of EHCP's and Statutory Assessments.
- Meetings between the SENDCo and Governor responsible for SEN.
- SEND report to Governors by SENDCo.

### **Training and Resources**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff at St. Mary's are encouraged to undertake training and development, which is reviewed by staff and SLT including the impact of the training.

The SENDCo regularly attends Bury Local Authority SENDCo to SENDCo network meetings in order to seek advice, share resources with other schools and keep up to date with local and national updates in SEND. The SENDCo completed the National Award for Special Educational Needs Coordinators Award through Manchester Metropolitan University in 2014-2015.

Recommendations of resources come from outside agencies or SEND training courses. Resources are purchased to meet the learning or physical need of children at St. Mary's R.C. Primary.

### **Roles and Responsibilities:**

**SEN Governor:** Mrs Vera Boardman and Mrs Joanne Wolstenholme.  
Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring provision, standards and expenditure through regular reports to the Governing Body, meeting with SENDCo, analysis of data and visits to school.

**Head Teacher:** Mr John Travis.

Responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.

**SENDCo:** Mrs Joanne Openshaw

Responsible for:

- Coordinating support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school.
- Ensuring that parents are:
  1. Involved in supporting their child's learning;
  2. Kept informed about the support their child is getting;
  3. Involved in reviewing how they are doing;
  4. Liaising with external agencies who may be coming into school to help support a child's learning e.g. Additional Needs Team, Educational Psychology service etc.
- Updating the school's SEND register and making sure that records of a child's progress and needs are recorded.
- Providing specialist support and training for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options, a smooth transition is planned and SEND information is shared between schools.

**Class Teachers:**

Responsible for:

- Catering for the learning need and learning styles of children within their classroom including those with SEND.
- Planning interventions for groups and individuals as needed.
- Ensuring that classrooms are 'Dyslexia Friendly' learning environments.
- Checking on the progress of all children and identifying, planning and delivering any additional help a child may need and letting the SENDCo know as necessary.
- Ensuring that all Staff working with children in school are helped to deliver the planned work/programme, so they can achieve the best possible progress. This may involve the use of outside specialist help and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

**SEND Teaching Assistants (TAs) or Special Support Assistants (SSAs):**

Responsible for:

- Keeping records of evidence to track progress.
- Regularly feeding back to the teacher/SENDCo so that this can inform intervention planning and target setting.

### **Storing and Managing Information**

The SEND Team will ensure that we comply with the General Data Protection Regulations (GDPR) in line with the implementation of the data protection act of May 2018.



Please see our Data Protection Policy on the school website which follows guidance issued by the commissioner's office (ICO) and the Department for Education (DFE). In line with this we will ensure that:

- All documents are stored in a locked cabinet, in the SEN room.
- All electronic documents are securely stored in areas that are password protected.
- All documents no longer required are shredded or disposed of securely.
- Record keeping procedures follow the school's confidentiality policy.

### **Dealing with Complaints**

The complaints procedure for SEND mirrors the school's other complaints procedures which can be found on the school website in the Complaints Policy.

### **Reviewing the Policy**

This policy will be reviewed in line with the School Improvement Plan's 3-year Review Cycle. This policy was last updated in January 2022.