

**ST MARY MAGDALENE CATHOLIC
PRIMARY SCHOOL**

**SPECIAL EDUCATIONAL
NEEDS POLICY**



'Growing Together in Faith & Love'

To be reviewed September 2024

INTRODUCTION

At St Mary Magdalene School all children are valued as individuals, as unique, a gift from God and their varying needs are dealt with sensitively and effectively. We believe that each child should receive a broad, balanced and differentiated curriculum ensuring self-esteem and confidence are enhanced and a positive attitude is developed. However, some children will need additional support in order to achieve their true potential and if/where appropriate may benefit from external support. This policy addresses the needs of these children and has been written to advise on what we currently do in line with SEND legislation.

The Governing Body and staff of the school will ensure that all pupils have access to a broad and balanced curriculum which meets individual needs. This policy is in keeping with the school's aims and its policies on teaching and learning, equal opportunities, disability equality and race relations.

Key Objectives

- Teachers and support staff will provide for the individual needs of pupils by using a range of strategies when meeting targets set on their personalised plans
- Parents of pupils with a special educational need will be encouraged to become involved in the process from an early stage.
- Training needs of staff will be identified and met as far as possible with regard to:
 - a. General awareness of and provision for special educational needs.
 - b. Specific and practical support/training for identified special educational needs and/or specific difficulties e.g. speech and language.
- Staff and Governors will endeavour to maintain the high level of learning support for children with special educational needs with regard to the funding available.

ROLES AND RESPONSIBILITIES

The Governing Body

The Governing Body with the Headteacher will determine the school's general policy and approach to the provision for children with special educational needs and will establish the appropriate staffing and funding arrangements and maintain an overview of the school's work in this area.

A Governor with responsibility for special educational needs will be appointed to liaise regularly with the SENCO and make reports to the Governing Body concerning:

- The progress made by children on the SEND register.
- Tracking of pupils on SEND register
- The range and specific needs of the children within the school
- Access arrangements for children with disabilities
- Help to raise awareness of SEN issues with the governing body

The Headteacher

The Headteacher has responsibility for the day to day management of all aspects of the school's work including provision for children with special educational needs and disabilities and will keep the Governing Body fully informed.

The Special Educational Needs Co-ordinator (hereafter referred to as the SENCO)

The SENCO is responsible for:

- The school's implementation of the Code of Practice.
- Monitoring the school's SEND register and overseeing SEND records.
- The co-ordination of records for the Stages within the Code of Practice and the organisation of reviews and future planning for the individual child.
- The day to day operation of the school's SEN policy.
- The co-ordination of in-house assessments that might identify special educational needs.
- The organisation of appropriate staff training.
- Sharing ideas with class teachers on meeting specific needs and/or a range of needs.
- Liaising with parents and external agencies including the health authority, social services, SALT, Educational Psychology Service (EPS) and Specialist Teachers and where appropriate, voluntary organisations.
- Mapping individual provision and working with the headteacher to ensure provision is in line with the dedicated budget

The Teaching Staff are responsible for:

- Implementing Quality First Teaching into all lessons.
- Ensuring the implementation of specific targets for children in their class.
- Assess, plan, do, review, cycles.
- Reviewing the impact of specific targets set and planning next steps to ensure progress is being made.
- Liaising with support staff involved in planning, delivery and assessment.
- Maintaining effective record keeping.
- Ensuring parents are fully involved in decision making about pupils with special educational needs and disabilities.

Admission Arrangements

The school caters for the full ability range and the presence or absence of a special educational need is not a factor which influences admission arrangements. Catholic children with EHCP are given first preference on schools admission criteria.

IDENTIFICATION, ASSESSMENT AND PROVISION FOR CHILDREN WITH A SPECIAL EDUCATIONAL NEED or DISABILITY

The Stages of the New Code of Practice 2014

Identifying children at SEN Support (SEN)

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCO and a plan of action is agreed. This may include intervention for a specific subject which will then be reviewed every half term.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. 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
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. At some point the child may be placed on our SEN register. This is an in-house register which isn't shared with any outside agencies.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. If a child has been identified as SEN Support, the SENCO and class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed on the SEN register
- discuss assessments that have been completed (if appropriate)
- agree a plan and provision for the next term
- discuss any planned interventions.

This is part of the graduated approach cycle of 'Assess, Plan, and Do, Review' required in the Code of Practice. In Milton Keynes we need to complete a FACT (first assessment communication tool) for every child a teacher has concerns about to first see if there are any speech and language difficulties. The areas we assess against are linked to listening and attention, understanding, expression, speech and interaction. From this assessment teachers set targets against some of these areas and these are reviewed every 6 weeks. We have to complete at least two cycles of the FACT before we can request the involvement of any specialist teachers from the Local Authority. Parents are involved in this cycle and are informed of any targets set and are invited to a review meeting.

Paperwork for children at SEN Support

Once a child has been identified as needing SEN support the following paperwork is completed:

- Annually, a one-page-plan is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and parent and acts as a guide to their class teacher. The information may be updated during the year.
- Class teachers keep a provision map which clearly identifies Quality First Teaching, targeted support and personalised provision.
- An IPM (Individual Provision Map) is produced for children with targets specifically tailored to their needs.
- Staff use a system called EduKey to create, review and store all the above

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SEN support, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child will be eligible for a plan. If the application for an EHC Plan is successful, an Educational Psychologist will come to school to assess the child then a member of the Local Authority (SEN Caseworker) will call a meeting for parents and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the Local Authority will produce the EHC Plan which will record the decisions made at the meeting.

If at any stage the child makes considerable progress against their targets and their needs no longer match the EHC Plan, their level of need will be reduced. Like all children in our school, they will continue to be monitored to ensure their progression within the differentiated curriculum. All EHCP's are reviewed annually. If the child is under 5, their EHCP will be reviewed after 6 months.

Arrangements for Annual Reviews of EHCPs

An EHC Plan needs assessment and a person centred transfer review will take place annually. We invite parents and outside agencies to attend.

We place great importance on the transition of statemented children to Key Stage 2. At the children's Annual Review (EHCP review) in Year 5 representatives from the intended Key Stage 3 setting are invited to attend in order to ensure a smooth transition for the child.

Inclusion

Children with special educational needs are fully integrated into the life of the school and represent the school on all occasions e.g. concerts, assemblies, visits and are expected to make very good progress. All pupil related policies are reviewed with regard to equal opportunities, human rights, disability discrimination etc. The Single Equality Scheme supports the inclusion of all pupils.

Evaluation of Provision

The effectiveness of provision for pupils with special educational needs will be evaluated by:

- The number of pupils making good progress (age related expectation)
- The number of pupils achieving well in the KS1 assessments and KS2 tests.

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

- Reviewing pupil individual progress towards their outcomes
- Reviewing pupils progress in standardised termly tests
- Monitoring progress in reading, comprehension and spelling overtime
- Ongoing formative teacher assessment classroom observation "book looks"
- Holding parent, teacher, child, SENCO meetings
- Monitoring by the SENCO, SEN governor and Senior Leaders
- Holding annual reviews for pupils with EHCP's

Special Educational Needs and Disability Act 2005

This Act introduces new duties that protect disabled pupils from discrimination on the grounds of disability. A disabled pupil is defined as someone who 'has a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day to day activities'.

St Mary Magdalene School does not and will not treat disabled pupils less favourably in terms of admissions, provision of education or exclusions. The school has an Access Plan covering improvements to the physical environment, information and the curriculum. Please see school website.

STAFF DEVELOPMENT AND PARTNERSHIP

Staff Development

The school is committed to the training of teaching and support staff in meeting a range of needs. Staff are encouraged to share expertise and to apply for external courses. The SENCO provides training and feedback following any courses attended, arranges INSET sessions and gives advice and information where necessary. The Headteacher ensures that teachers have

PPA time to plan, which includes support for those on the Special Needs Register. TA's also have planning and preparation time as needed.

Members of the Educational Psychology Service, Speech and Language Service and SEND may be invited to staff meetings on occasions, to share expertise.

Parents

The school recognises the importance of a partnership between home and school. Parents are kept informed of children's progress and are encouraged to play an active part in their children's learning and to support targets set. Parents with concerns about their child should discuss these first with the class teacher who will inform the SENCO if necessary.

Links with Other Schools

The school works closely with other local Catholic primary schools and the feeder secondary school to ensure smooth transition and awareness of needs. The SENCO attends half termly liaison meetings with the schools in the local area. We also use this meeting for professional development time and sharing of best practice.

Links with Outside Agencies

The SENCO liaises with the Health Authority, Social Services, parent and voluntary organisations as well as educational support services. Records of involvement with outside agencies are kept.

Milton Keynes Local Authority runs a SEN duty line. Schools can call the duty line for advice about any child. Following this discussion, the duty worker will suggest some strategies to try in school or send over a 'request for involvement' form. School need to complete this and share it with parents and send it back to the 'Inclusion and Intervention Team' at the LA. They will then arrange a time for an inclusion and intervention worker to come into school and meet with the SENCO and class teacher and plan to carry out some work with the child.

Complaints Procedure

Parents who are dissatisfied with the school's provision for special educational needs should in the first instance report this to the class teacher – if they remain dissatisfied, they should make an appointment to see the SENCO/headteacher. Should this fail to resolve the problem, the matter can be reported to the school's Governor for special educational needs, who may be contacted through the School Office. If parents are still not happy after using the school's complaints procedure, the parents should contact the LA for advice, support and information.

REVIEW OF THE POLICY

This policy will be reviewed annually in order to ensure that it continues to reflect the objectives, needs and views of the school and its pupils and contains the necessary requirements regarding special educational needs, as outlined in the Special Needs Code of Practice 2014.