

St Mary's Catholic Primary Blackbrook



Special Educational Needs and Disability Policy

Aims and Objectives from our Mission Statement

*“Love of learning, love of one another,
love of life itself and love of God”*

Aims

“We will strive to be a safe and secure place of educational excellence. Each child will be encouraged to develop their talents to the full and continue to increase their enthusiasm for their own learning. We will love one another as Jesus loves us and extend a warm welcome to all”.

Objectives Of Mission Statement

1. To identify each person's special gifts and talents, providing experiences and challenges to fully develop these abilities.
2. To plan effectively –
 - i. acknowledging individual needs and abilities
 - ii. having clear learning targets
3. To provide quality first teaching for all and a wide range of subjects taught in a creative way.
4. To respect one another and each other's work
5. To celebrate individual efforts and achievements.
6. To make sure that children are making good progress and trying their best.

Blackbrook St.Mary's Catholic Primary School Objectives For SEND Provision.

The objectives of the governing body in making provision for children with additional educational needs or a disability is to:-

- Comply with current legislation and good practice
- To use their best endeavours to provide all children with a broad, balanced and inclusive curriculum according to their needs, with a strong focus on developing basic skills in literacy and numeracy
- Involve each child fully in their education and help them to recognise their own capabilities, develop as a whole person and encourage respect for themselves and others
- Ensure parents are informed of their child's additional needs and provision and that there is effective communication between home and school
- Promote effective partnership and involve outside agencies when appropriate
- Ensure that extra curriculum activities provide an inclusive environment for these children where possible.

The policy helps develop these objectives by:-

- Requiring the governing body to use their best endeavours to provide the support and environment that the child needs to facilitate learning
- Recognising the importance of early identification of children with additional needs

Definitions

Special Educational Needs

'Children have additional educational needs if they have a learning difficulty which calls for special educational provision to be made for them above and beyond the normal differentiation for the class.'

'Children have a learning difficulty if they:-

- a) have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local education authority.'

Education Act 1996, SEN Code of Practice 2002

Disability

A person has a disability if he has a physical, sensory or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

Disability Discrimination Act 1995

Roles and Responsibilities

There is a governor with special responsibility for monitoring provision for pupils with special educational needs and or disabilities. Currently this designated governor is Miss A Stafford.

The Head Teacher is responsible for co-ordinating the day-to-day arrangement to provide education for pupils with additional educational needs or a disability at the school. The Head Teacher reports to the governing body on the current status of additional needs as part of the termly head teacher's report.

There is a designated Special Educational Needs Co-ordinator. Pupils with SEND are also supported by the wider pastoral team which comprises of the Head Teacher, Mrs J Ashton, the SENCO /Inclusion Officer, Mrs Caroline Murphy, the learning mentor, Mrs B. Knapper and a SENCO Shadow Coordinator, Miss L Brennan.

The SENCO has a statutory responsibility to report and liaise with the Local Authority and other appropriate outside agencies. A planning meeting with key professionals takes place at the beginning of every term. A report is also produced termly by the SENCO for the Governor Curriculum Committee meetings. SEND information is then included as a standard item in the termly Head Teacher's report to governors.

The teacher with the support of the SENCO is responsible for the delivery of appropriate work to promote effective learning and progress and to provide an inclusive environment for the children on the register within their class.

Class teachers take responsibility for the planning for, and day-to-day quality first teaching of pupils with additional needs or disabled pupils within their classes. They take responsibility for the early identification of any pupil with an additional educational need.

Classroom Assistants liaise with class teachers to provide quality learning experiences for all pupils. They support the delivery of targeted support programmes.

Parents are encouraged to support the school by keeping members of staff fully aware of their child's need, attending and contributing to reviews and meetings and helping the child with any specialist homework set.

Admission of pupils with SEND

We aim to promote a policy of inclusion within our school and would endeavour to provide a full curriculum for any pupil who seeks a place. The school would work with the parents and the Local Authority to ensure all reasonable steps are taken to accept a child and meet their needs.

The school has an ongoing programme of building work to make it as 'barrier free' an environment as possible.

Facilities

In addition the school currently has two bespoke calm rooms to support children who are experiencing difficulties with behaviour and social interaction within the classroom for example children with ADHD/ASD. There is a separate shower room to provide support with intimate care needs for children with disabilities.

In addition a small sensory area has been created in the partnership room to support children with autistic spectrum condition to meet their sensory needs.

The school is also a single storey site and has been made fully accessible for children with disabilities and those who may need wheelchair access.

Identification and Assessment of SEND

The school is committed to early identification of additional educational needs and adopts a response to meeting that need in line with the most recent SEND regulations.

‘Special Educational Needs and Disability Regulations 2014.

Please refer to the **‘Special Educational Needs and Disabilities: a guide for parents and carers’**

Ref: DFE-00547-2014 at www.gov.uk

A range of evidence is collected through a robust tracking and pupil progress monitoring cycle. Children are identified at termly pupil progress meetings and the progress of children with SEND closely monitored with next steps in provision set at those meetings. The school aims to support pupils with an additional need to make progress in line with their peers albeit at a level which may be below age related expectations for their year group. Class Teachers are also asked for any concerns at the end of each term in preparation for the multi-agency termly planning meeting. As the school has no nursery provision of its own, the Foundation Stage Team endeavour to meet with prospective parents and visit as many providers as possible prior to intake to highlight any pupils who have already been identified as having special educational needs and/or disabilities.

If it is identified that the learner is not making expected progress, the class teacher will complete a SENCO referral form with the parents of the pupil and then consult with the SENCO in order to decide whether additional or different provision is necessary. These can be provided through targeted support programmes and individually differentiated work. If these school based measures do not show impact on pupil progress then a referral will be made to the appropriate outside agency for assessment and advice.

The school is also committed to informing parents as soon as a cause for concern arises. The class teacher and SENCO will keep provision plans and learning plans for any pupils or groups of pupils within a class who need extra provision. This is reviewed and updated termly. Provision plans and reviews provide a clear format for tracking the targets and progress of children with additional needs. Provision plans and individual targets are shared with parents at Parent’s Evenings and review meetings.

Where a pupil has a provision agreement and funding from the Local Authority an Individual Learning Plan will be put in place to identify how the targets of the provision agreement will be met and the progress towards achieving these.

Some pupils will have an Education Health and Care Plan which will be created by the school and other agencies including health and social services and agreed by the Local Authority.

The school's offer and provision for a SEND pupil is available for parents on the school website. www.blackbrookstmarys.co.uk. This explains about the Code of Practice and the school's procedures for providing for pupils with additional needs or disabilities.

Flow charts showing how provision is decided and tracked are also attached to this policy.

FUNDING

The school in consultation with the governing body agree annually how SEND resources will be allocated. This includes staffing, pastoral support, training materials and individual adaptations as required.

The school is given a set amount through delegated budget but this is combined with any top up funding that is agreed by the provision panels.

Tracking Pupils with SEND

The progress of pupils with additional needs or a disability is monitored closely through termly assessment which then informs future teaching. It is vital that these pupils are able to recognise and appreciate their progress in a measurable way. Individual targets are reviewed and new targets set through group or individual provision plans. Progress is also monitored through termly tracking against age related expectations; pupil progress meetings and the monitoring of the impact of targeted support on expected levels. In some cases standardised tests for identified pupils may be used.

Parents and pupils are involved in reviewing the child's progress at least once each term. A written record of this review is kept by the class teacher.

The decision as to whether a pupil should be present at a review will be taken by the parent in consultation with the class teacher and SENCO. If it is beneficial for the child to attend the review then an invitation will be issued. However this is always at the parent's/ teacher's discretion.

Reviews for pupils with enhanced school support and pupils with an Education Health and Care Plan are carried out in line with the guidance provided by the Local Authority and records of these reviews are sent to the Provision Review Panel within the local authority.

Transfer reviews are held well in advance of a child's move either across from KS1 to KS2 or to KS3 at the Secondary transfer stage. For the transfer from KS2 to KS3 the review will take place in the Summer term of Year 5.

A comprehensive transition programme for children with additional needs or vulnerabilities has been established with the Key Stage 3 providers. Children with ASD are also supported with transition to key Stage 3 by the Language and Social Communications Service, (LASCS) and pupils with behavioural difficulties are supported by the Behaviour Improvement Team,(BIT).

Provision for pupils with SEND

The school will undertake to deliver the new Primary National Curriculum to all pupils within the framework of the classroom providing quality first teaching for all, and to enable children with additional needs to achieve their full potential. This will mean that some children with needs will be taught at the year group objectives most suited to their current progress and learning needs.

Pupils who have been identified as having additional needs or a disability which requires further or different support are provided for in line with the Code of Practice through the following framework:-

Early concern:- children who have been identified as 'Low Attainers' or 'At risk' of not achieving their projected outcomes will require monitoring by the school to ensure that their progress is satisfactory. Provision will be made by the class teacher within the normal differentiation of the curriculum and through targeted support and 'catch up' programmes set by each Year group. Parents will be made aware of the child's need and will be asked to support the class teacher in working on identified targets at home. The SENCO will monitor progress of these groups of children through termly tracking and pupil progress meetings.

SEND Support (School) – Children who need to be differentiated for within the class, year group or phase group. Group Provision Plans are put in place and monitored at Pupil Progress Meetings. This provision is funded from delegated budget. This also includes children who are engaged with outside agencies such as Speech and Language, OT or BIT and programmes of support are delivered within school. An individual provision plan may be appropriate for some of these children.

Enhanced School Support:- children with this level of need will have had their case for support agreed by the Provision Agreement Panel. A specific funded support programme and Individual learning plan will be in place and children may be provided for on an individual basis outside the normal differentiation for their class. This will vary according to the individual needs of the pupil and the targets identified on the provision agreement sent by the Local Authority. Progress will be reviewed termly and an annual review will take place with parents and invited professionals. All support will be reviewed annually by the Provision Review Panel and new targets set.

Education Health and Care Plans :- an Education Health and Care Plan will be put in place for those children whose needs are more complex in nature. This will be in line with the **'Special Educational Needs and Disability Regulations 2014'**
The plan will be agreed with all the agencies involved with the child and will encompass all needs, educational, medical and social. The Plan will be completed within the time span set by the 2014 Act and will be completed in collaboration with the parents/ carers and the Local Authority.

It is the school's policy to monitor the progress of pupils who have additional needs or a disability regularly and thoroughly. They will be placed on the stage of action which is appropriate for their need. This is a flexible structure which allows for pupils' changing needs as they mature.

Blackbrook St Mary's Catholic Primary School endeavours to include all children wherever possible in all areas of the curriculum and extra-curricular activities and clubs. Every effort is made to make appropriate adaptations as and when needed.

Planning for achievement

Targeted Support Programmes

Tracking and pupil progress data for each year group will be used to assign appropriate programmes of support to each group. Pupils will be identified and grouped and provided for according to their needs. Staff will be assigned to deliver specific programmes and the impact of these programmes monitored on a termly basis.

Group Provision Plans

Once a child's needs have been assessed a plan will be drawn up which will map out the small steps they need to make in order to progress. If a child's difficulties are of a general nature they may be included in a learning plan which addresses the needs of a group of children.

An example of the group support programmes would be:

Targeted Read Write Inc Phonics groups, Fresh Start (Y5/6 only) Daily Reading Partnership, Attack Spelling and RM Maths and Pre-learning Booster Sessions

Individual Learning Plan

Individual Learning Plans may target learning or behaviour needs and are used to provide for the individual difficulties that children may have. They are written and paced to provide the pupil with specific tasks which enable them to focus on areas of weakness and to develop basic skills which have been identified by the teacher. They can be combined as often behaviour problems need to be addressed alongside educational targets.

An example of individual support programmes would be:

Read Write Inc Individual Support, Beat Dyslexia, Numbers Count, One to One tuition programme and Black Sheep Language Programmes. Behavioural Support Programmes and Emotional Support programmes through the learning mentor and /or outside agencies.

It is the school's policy that Group Provision Plans, Individual Provision Plans and Individual Learning Plans are drawn up by the class teacher in consultation with the SENCO. Wherever possible the pupil and parents are involved in reviewing impact and progress and setting

new targets. All plans should be signed by a parent as they are introduced at each review or at Parent's Evening

Examples of the above Provision Plans can be found in Appendix 2.

IASS - Parent Partnership /PSS

At Blackbrook St Mary's Catholic Primary School we see our most important role in providing for children with SEND is in establishing a strong, honest and effective working relationship with the parents of our pupils.

We will endeavour to inform parents of concerns at an early stage and involve them fully in supporting their child and working with staff in an effective partnership to support their child's progress and help them to narrow the gap towards their age related expectations. We will provide regular feedback through parent's meetings and/or reviews to support the monitoring of targeted support and to set new targets, providing parents with practical and effective ways in which they can support their child's progress.

We will support parents in working with outside agencies as required and will to the best of our abilities provide an inclusive environment which aims to overcome barriers for learning. We understand that working with school and other agencies can be confusing and also overwhelming for some parents. Parent Partnership (IASS) is a service offered by the Local Authority to support parents in this process.

Contact: www.iassnetwork.org.uk

Tel: 01744 822160

Email: sheilahenshall@sthelns.gov.uk

www.pss.org.uk

Tel:01744 756850

Email: information@pss.org.uk

Complaints Procedure

Should a parent wish to complain about SEND procedures or provision within the school. They must follow the Complaints procedure as set out by the Governing Body of Blackbrook St Mary's Catholic Primary School which is in line with Complaints procedures as set by the Local Authority

Staff Training

The school makes full use of all the In-service opportunities provided by the LA. Additional support is requested from the Inclusion Officers or designated agency whenever a specific training need is identified.

Auditing of skills takes place at all staffing levels in order to best meet the needs of the pupils within the school.

Many courses and training are provided in house in order to support Teachers and Learning Assistants.

Recent Training has included;

Read Write Inc Weekly Action Leadership Sessions
Language and Literacy Update
Language and Literacy Spelling
Fresh Start Training
Speech and Language Support in the Classroom – Speech and Language Therapy Services
Numbers Count Training
IDP Training for pupils with ASD (Elaine Charleston LASCS)
Sensory Training
ASD Twilights
LA Maths Training for the new national curriculum
Maths Mastery Training
Team Teach Training and Updates
Nurtured Heart Training
Sunshine Circles Training to support children with well-being and attachment difficulties.
Inclusion North West SEND Forums

Links with External Agencies

The school has very positive and effective links with each of the following external agencies which deal with the support of pupils with special needs or a disability:-

Educational Psychology Service	
School Nurse	
Speech and Language Therapy	Individuals or Agency
Physiotherapy	
Occupational Therapy	
Literacy Support Services	

Language and Social Communication
Service (LASCS)
Sensory Impairment Team (Children with Disability)
BIT team
Child Mental Health

Educational Welfare Officer
L.A Inclusion Officers
PACE
Key Stage 3 Providers
IASS - Parent Partnership
Listen4Change – St Helens Parent Carer Forum
ADDvanced Solutions

The school also benefits from working with ‘Barnardos’ which provides counselling services for children.

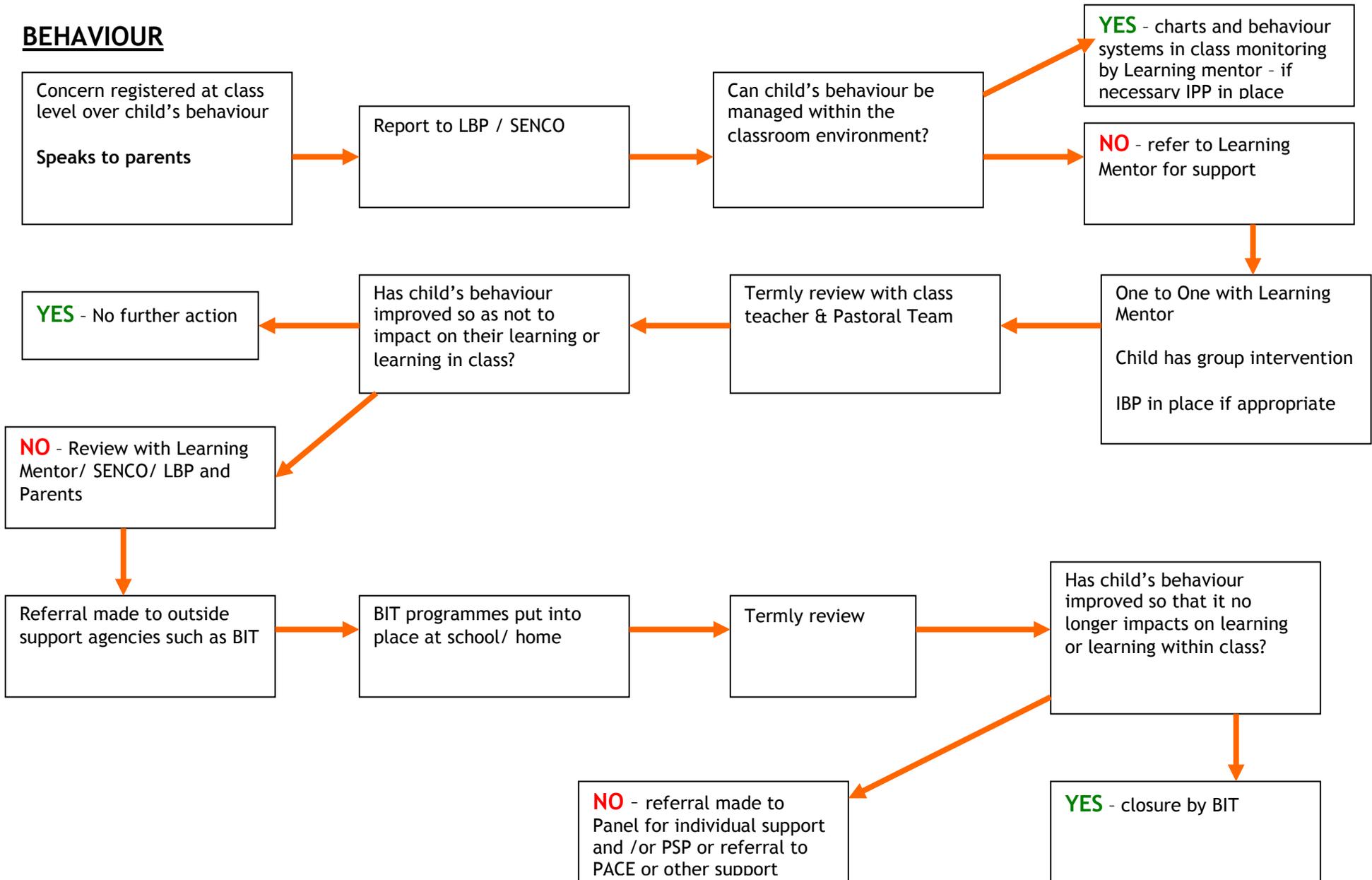
Post Adoption Services

Lansbury Bridge School for Special Educational Needs.
Cluster SENCO Network

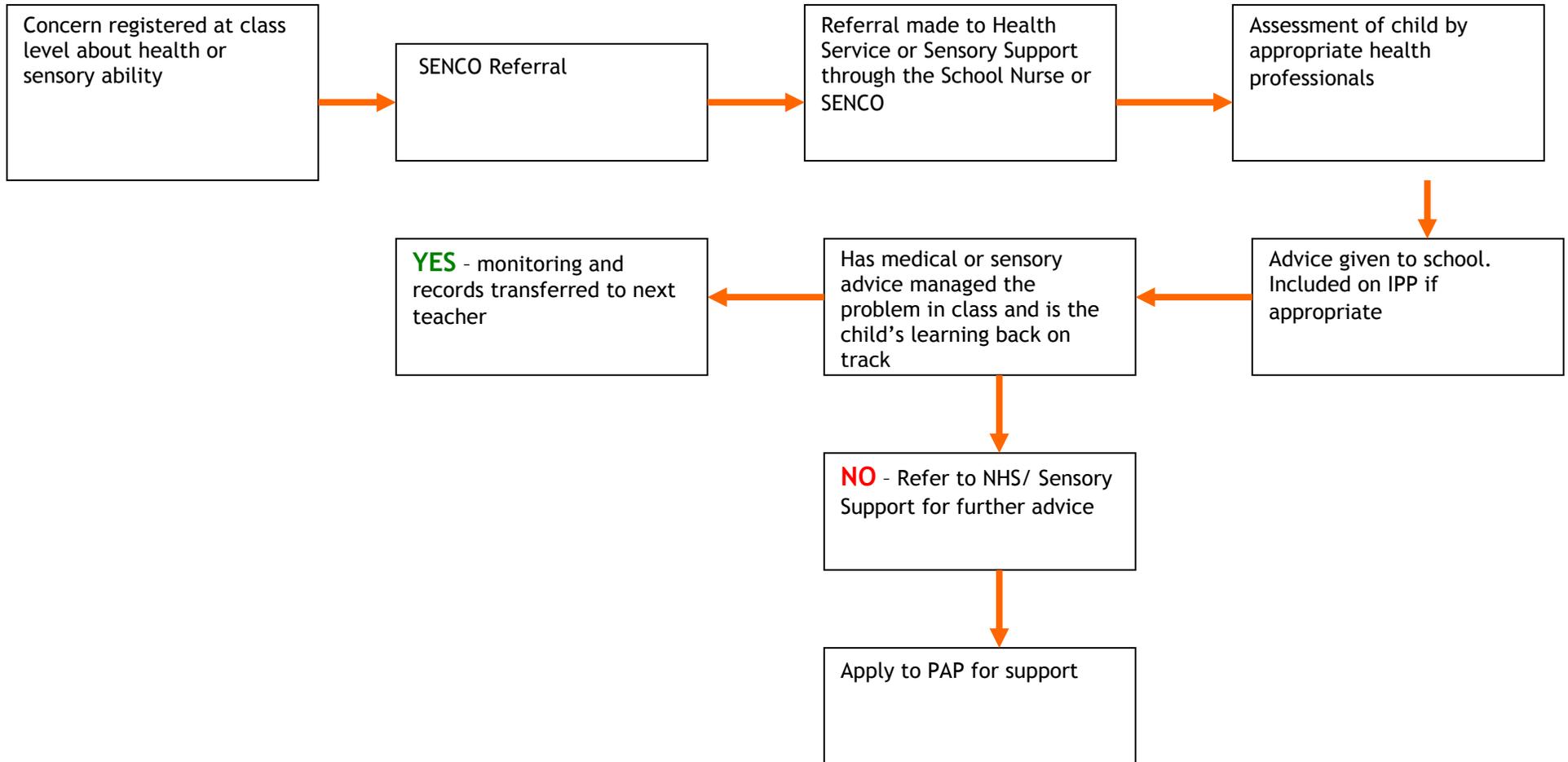
For further information and the School Offer for Children with SEND please go to our website. www.stmarysblackbrook.co.uk and www.sthelens.gov.uk/what-we-do/schools-and.../sen-the-local-offer/ which is information about the work and services provided by St.Helens Council

Policy – Next Review Date – February 2018

BEHAVIOUR



MEDICAL AND SENSORY



COGNITIVE DEVELOPMENT

