



A love of  
learning  
A desire for  
God



## St Mary's Catholic Primary Voluntary Academy Special Educational Needs and Disability Policy

Date agreed by governors:	April 27 <sup>th</sup> 2020
To be reviewed:	1 Year
Policy Holder	SENCO

This SEN policy details how St Mary's Catholic Voluntary Academy will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. We will use our best endeavours to ensure that teachers in the Academy are able to identify and provide for those pupils who have additional needs. We will ensure that all pupils regardless of ability or disability, are able to partake fully in the general life of the school and achieve their best in order to become confident individuals and go on to lead fulfilling lives.

St Mary's Catholic Voluntary Academy will have regard to the new SEND Code of Practice when carrying out its duties toward all pupils with special educational needs. All staff understand that **every teacher is a teacher of every child or young person, including those with SEN.**

### Aims and Objectives

The aims and objectives of this policy are:

- To raise the aspirations of and expectations for all pupils with SEN.
- To identify and provide for pupils who have special educational needs and additional needs.
- To work with the guidance provided in the SEND Code of Practice 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a SENCO who will work with the SEN Inclusion policy.
- To provide support and advice for all staff working with children with special educational needs.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the curriculum for all pupils.
- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To ensure that parents or carers are able to play their part in supporting their child's education;
- To ensure that our children have a voice in this process.

### Identifying special educational needs

The SEND Code of Practice states that there are four broad categories of need:

- Communication and Interaction,
- Cognition and Learning,
- Social Emotional and Mental Health Difficulties
- Sensory/Physical Needs.

While the four categories of need broadly identify aspects of primary areas of need for children and young people, at St Mary's CVPA 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.

Many other areas may impact on progress and attainment, however, these are **not** special educational needs:

- Disability (the Code of Practice outlines the ‘reasonable adjustment’ duty for all settings and schools provided under current disability equality legislation including the provision of auxiliary aids)
- Attendance and punctuality.
- Health and welfare.
- English as an additional language. (EAL)
- Being in receipt of the pupil premium.
- Being a looked after child.
- Being a child of serviceman/woman

Behaviour is now not considered as a SEN need. Any concerns relating to a child’s behaviour is described as an underlying response to a need which the staff at St Mary’s Catholic Voluntary Academy will be able to recognise and identify.

### **Graduated Approach**

It is important that a pupil’s special educational needs are identified as early as possible. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child. The majority of pupils have their needs met through quality first teaching through normal classroom arrangements and appropriate differentiation. We will always inform parents as soon as we identify that their child has special educational needs.

The progress made by all children will be regularly monitored and reviewed. There is no need for pupils to be registered or identified as having SEN unless the school is taking additional or different action. This would be once they had all the intervention/adjustments and good quality personalised teaching. Making higher quality teaching available to all children is likely to mean that fewer pupils will require extra support.

If a pupil is not making adequate progress the class teacher ensures that there is high quality teaching targeted at the pupil’s area of weakness, appropriate differentiation is in place and begins to collect a range of evidence through the usual assessment and monitoring arrangements.

### **EAL**

The identification and assessment of the special educational needs of children whose language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child’s performance in different subjects, to establish whether the problems they have in the classroom are due to limitations in their command of the language.

Triggers for further intervention are those described in the SEN Code of Practice 2014. If the evidence collected suggests that the pupil is not making expected progress, the class teacher consults with the SENCO in order to decide whether additional provision is necessary.

The SENCO and staff scrutinise whole school data regularly as a means of screening pupils who are not making adequate progress. This allows early intervention to address the pupils’ needs.

If a pupil is displaying an area of concern, the SENCO contacts parents and initiates the process of organising additional support to meet his/her needs. This may involve consultation and advice from outside agencies. There will only be one single category of support, SEN Support.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Once children have been identified as having special educational needs, the class teacher and / or SENCO will meet with parents and the pupil to discuss and plan a suitable strategy or intervention.

All participants will be expected to play their part in the Assess, Plan, Do, Review process. They will decide the level of provision needed. (See St Mary’s CPVA’s contribution to the local offer.)

A review date will be arranged for the next meeting. If the child has made progress there is the option of a child being taken off the SEN register, however this would be agreed at the Review meeting with parents and pupil.

Class teachers will be expected to complete a short provision map to monitor the intervention and the progress of the child. The teacher has responsibility for evidencing progress according to the outcomes described in the plan.

Each child will help create their own pupil passport which will include the clear outcomes to be achieved within an agreed time frame. Parents will receive a copy of the passport. The plan should be reviewed at least termly and feed into pupil progress meetings. St Mary's Catholic Voluntary Academy will follow the Assess – Plan – Do- Review cycle in partnership with parents and pupils.

For some children SEN can be identified at an early age. However, for other children difficulties become evident only as they develop. Parents know their children best and at St Mary's we listen and understand when parents express concerns about their child's development. We always try to work as a team.

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the Academy but can be requested by the parent. This will occur where complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral will be taken at a progress review. The application for an Educational Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social care
- Health professionals

Information will be gathered relating to the current provision, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC plan. Parents have the right to appeal against the decision not to initiate the assessment leading to an EHC Plan.

### **Education, Health and Care Plans (EHC Plan)**

Following Statutory Assessment, an EHC Plan will be provided by North Lincolnshire Local Authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The Academy and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **SEN Budget**

All mainstream schools and academies are provided with resources to support those pupils with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools forum. St Mary's Catholic Voluntary Primary Academy has an amount identified within our overall budget, called the notional SEN budget. We always endeavour to provide high quality appropriate support from this budget.

North Lincolnshire Authority will provide additional top-up funding where the cost of the special educational provision for a particular child (with an EHC Plan) exceeds the nationally prescribed threshold. Where some or all of this budget is to enable the child to participate, enjoy and achieve their learning outcomes, this element is called the personal SEN budget.

A child may also have an element of their personal budget from social care or health. While the personal SEN budget is focused on learning outcomes, a personal care budget is focused around family and home life. Personal health budgets are focused on health outcomes. Together these elements form the child's overall personal budget.

Since April 2013 the new school funding arrangements divide funding into three parts, elements 1, 2 and 3.

1. Universal services and mainstream funding per pupil at a school/academy.
2. Targeted services and support. Each setting is expected to provide support up to the equivalent of £6,000 to meet the additional needs of children who require this.
3. Choice and control/self-directed support. This is 'top up' funding by North Lincolnshire Authority. This funding is allocated through a resource allocation system as indicative personal SEN budgets. It provides the additional individual support the pupil's needs in order to achieve their learning outcomes as set out in their EHC Plan.

Parts of the personal SEN budget may be taken as a direct payment and used by parents on behalf of the child to purchase the additional and individual support set out in the EHC Plan.

### **Training and resources**

An audit of all staff needs will be undertaken in September each year. The SENCO will arrange for training throughout the academic year.

### **Roles and Responsibilities**

- Mr Sidaway is responsible for managing pupil premium funding.
- The SENCO is Mrs A McIntyre. Her role is to determine the strategic development of the SEN policy and provision in school. She also has day-to-day responsibility for the operation of the SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those with EHC plans.
- Mr Sidaway is the designated teacher for looked after children.
- Mrs McIntyre and Mrs T Evans are the co-ordinators for EAL Pupils.
- The SEN Governor is Mrs G Smith. She has statutory responsibilities for pupils with SEN. She has specific oversight of the academy's arrangements for SEN and disability.

#### **Storing and managing information.**

- All SEN folders will be stored in the SEN office. They are kept locked in order to ensure confidentiality.
- The SEN policy, the school offer and information for parents and staff will be on the academy website under SEN provision.
- A folder of SEN information will be passed on when a child transfers to another school or setting, including into the secondary phase. All SEN records etc will be treated as confidential.

### **Dealing with complaints**

If a parent or carer has any concerns regarding the SEN provision for their child they should in the first instance speak to the class teacher. If the issue is not resolved he/she should contact the SENCO. Finally if the matter has not been rectified the Complaints Procedure Policy should be followed. This policy is to be found on the academy website.

### **Reviewing the policy**

The SEN policy should be reviewed annually. A focus group of parents and children who helped to create the policy will be asked to help with the review. The policy will then be reviewed and updated by staff and ratified by governors. The focus group will improve levels of engagement with parents, carers and families