

Special Educational Needs and Disability (SEND) Policy 2024/25



Learning to live out our calling with compassion and love



This policy will be reviewed in full by the Governing Body on an annual basis.

Signature D Mellor Headteacher Date: TBA March 2024

Signature J Kirkham Chair of Governors Date: TBA March 2024

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Record of Amendments

Amendment Number	Brief Description	Board Endorsement Date	Amended By

1. Aims

Our SEN policy and information report aims to:

- Set out how our Multi Academy will support and make provision for pupils with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.
- Ensure early identification of additional needs.
- Raise the aspiration of all pupils with SEND, and those working with them, encouraging their ambition and success.
- Allow opportunities for all pupils to aim to achieve their full potential.
- Promote pupils self- esteem and emotional well-being by helping them to form and maintain meaningful relationships.
- To be outcome focused: meeting outcomes through provision tailored to the pupils' needs; working in partnership with parents and carers.
- Provide Quality First Teaching to ensure the highest possible standard of education for all pupils
- Foster greater independence for all pupils, particularly those with SEND.
- Ensure the needs of children with disabilities/medical needs are met by supporting them through accessibility plans and medical provision to meet individual requirements.
- Recognise the need for effective multi-agency collaboration; liaising with pupils, parents and professionals to build a strong foundation of provision.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO Role

The SENCO at St Mary's:

St Mary's Catholic Primary School	J Ellerton	01782 619685
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SENCo will:

- Work with the Headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Governing Board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

- Class Teachers meet regularly with Senior Leaders and SENCO to identify any pupils who may benefit from additional support either within the school or from outside agencies ie Speech and Language Therapy.

- We understand that many pupils may experience some difficulties that affect their learning and that this could be short or long term. Support can be increased or decreased throughout the pupils' school career dependent on their needs at that time. Parents are encouraged to raise concerns with the class teacher and SENCo at any time so that any concerns are met and support given in a timely fashion.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and shared with parents where relevant.

We will formally notify parents when it is decided that a pupil would benefit from additional support and request their agreement for the pupil to be added to the register of children with SEND .

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Upon entry:

- On entry into the Foundation Stage at St. Mary's a planned programme of visits are provided for children starting the following September.
- Parents/carers are invited to an induction meeting in June at the school and are provided with a range of information to support them in enabling their child to settle into the new school routine.
- The SENCO meets with all new parents of children who are known to have SEN to allow concerns to be raised and solutions to any perceived challenges are considered prior to entry.
- If a child is transferring from another school, the previous school records will be requested immediately and a meeting will be set up with the parents to identify and reduce any concerns.

Transition to the next school or setting

- The SENCO and other key staff with knowledge of the pupil will liaise with the setting that the pupil is moving to. Opportunities for visits will be offered to ensure a smooth transition and to build the pupil's confidence during these periods of change.
- Extra sessions are offered in school for children in Year 6 who we think would benefit from additional support to increase confidence and self-esteem.

Children have opportunities to take part in induction/transition days at their new setting and will be supported by known staff as necessary. All pupils have an induction session at their new school.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide interventions as necessary which we feel will be of benefit to our children. These could include numeracy interventions such either 1:1 or in a small group as well as confidence building, social interaction and anger management.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Screen pupils to identify their strengths and weaknesses
- Ramps have been added to school to allow access to all areas of the school
- Specific reasonable adjustments following recommendations from external agencies.
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5.8 Additional support for learning

<p>St Mary's Catholic Primary School</p>	<p>At St Mary's we have a dedicated Family Support Worker, Mrs Whiston, who works with children and their families to support as necessary and to signpost other services that are available.</p> <p>Families can self- refer to Mrs Whiston or where concerns are raised and support could be beneficial, staff can refer children and families directly to our FSW.</p> <p>We have a Specialist SEN teacher, who supports the SENCo, and can provide specialist assessment and screening for specific learning difficulties.</p> <p>We have a number of teaching assistants who are trained to deliver a range of interventions.</p> <p>We have trained ELSA staff to provide emotional and social skills support to children.</p> <p>These assistants will support on a 1:1 basis, or in small groups or support children to remain in the classroom and access quality first teaching.</p> <p>We work with the following agencies to provide support for pupils with SEN:</p> <ul style="list-style-type: none"> • Occupational therapy, Speech and Language therapy, School Nursing Service • Visual and Hearing Impairment teams, Staffordshire County Council • Behaviour Support service, Entrust • Education Psychology service, Staffordshire County Council • Autism Inclusion Team • Local Support Team, Social Services • CAMHS (Childhood & Adolescent Mental Health Service) • Cicely Haughton Outreach Team • Merryfields Outreach Team
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5.9 Expertise and training of staff

<p>St Mary's Catholic Primary School</p>	<ul style="list-style-type: none"> • The SENCo has the appropriate qualifications to carry out the responsibility for the role in school. • All staff delivering specific interventions have been trained and have the skills to provide high level support. • We use specialist staff for supporting pupils with visual impairment. We work closely with specialist staff from other agencies to meet the needs of pupils with significant enduring and /or life limiting
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	medical conditions.
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5.10 Securing equipment and facilities SEN.

St Mary's Catholic Primary School	Where it is reasonable to do so any equipment necessary for the children to engage fully with the curriculum is obtained from recommended sources.
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5.11 Evaluating the effectiveness of SEN provision

St Mary's Catholic Primary School	<p>We evaluate the effectiveness of provision for pupils with SEN by:</p> <ul style="list-style-type: none"> • Reviewing pupils' individual progress towards their goals each term • Reviewing the impact of interventions • Using pupil questionnaires • Monitoring by the SENCO and SLT • Holding annual reviews for pupils with EHC plans • Pupil Voice activities
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5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

St Mary's Catholic Primary School	<p>St.Mary's Catholic Primary School is an inclusive school and we strive to support all children to enable them to meet their potential and achieve at school. In order to do this many steps are taken to support them through their learning journey at our school.</p> <p>All of our extra-curricular activities and school visits are available to all our pupils,</p> <p>All pupils are encouraged to go on our residential trips to Laches Wood</p> <p>All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded</p>
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	<p>from taking part in these activities because of their SEN or disability.</p> <p>St.Mary's is an inclusive school and in accordance with The Equality Act 2010 no child will be refused admission to the school on the basis of his/her special educational need. We will not discriminate against children with disabilities and we will take all reasonable steps to provide effective educational provision to meet the needs of the child.</p> <p>We are mindful of the Equality Act 2010 and have an Accessibility Plan in place. We are vigilant about making reasonable adjustments where possible. We value and respect diversity in our setting and do our very best to meet the needs of all our learners.</p> <p>Adaptations to the school environment include:</p> <ul style="list-style-type: none"> • All floors levelled and all classrooms accessible in KS1, Ramps in place to allow access to classrooms and ICT room in KS2 . • Disabled toilets suitable for adults and children. • Appropriate width of the doorways and corridors. • Appropriate height of the Reception counter. <p>Activities and school trips are available to all. Risk assessments are carried out for all day trips and residential visits, and procedures are put in place to enable all children to participate in all school activities.</p>
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5.13 Support for improving emotional and social development

The wellbeing of every child at St. Mary's is a key priority. All staff are trained to provide a high standard of pastoral support. Members of staff are readily available for children who wish to discuss issues and concerns. Our prayer garden and chapel is available for use by children at any time during the school day in a supervised manner.

Additionally, the school follows a Relationship, Health, Social, and Emotional (RHSE) curriculum which is delivered in class through such opportunities as 'circle time'. These activities provide our children with the opportunity to improve their understanding and skills that they need to enhance their overall wellbeing. We have a Well-being Group with trained staff who understand and support children with social and emotional difficulties over both short and longer terms as necessary.

St. Mary's has an Anti-Bullying Policy.

We continually undertake work within school to promote healthy lifestyles and we provide opportunities for the children to develop their emotional resilience.

St Mary's Catholic Primary School	<ul style="list-style-type: none"> • Pupils with SEN are encouraged to be part of the school council • Support from our Family Support Worker to resolve any pastoral issues with an in house referral system
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	<p>to ensure all issues are moved forward in a timely manner. The family support worker refers to external agencies where necessary</p> <ul style="list-style-type: none"> • A Learning Mentor to provide bespoke interventions on a case by case basis to support pupils with significant or emergency needs. • We have a zero tolerance approach to bullying.
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5.14 Working with other agencies

If progress rates in any area of child development in our pupils with SEN continues to be of concern despite the delivery of high quality interventions and reasonable adjustments to support curriculum engagement and access, then a child may be considered to have special educational needs and placed on the **SEN Register**. Parents will be informed of this. At this point advice can be sought from a variety of external agencies regarding strategies to best meet the specific needs of children with additional needs. This will only be undertaken after parental permission has been obtained and may include referral to:

- Newcastle SEND and Inclusion Hub
- Special Educational Needs and Inclusion Service (SENIS).
- Behaviour Support Service.
- Autism Outreach Team.
- Hearing Impairment team.
- Visual Impairment team.
- Educational Psychologist Service.
- Educational Welfare Officers.
- FHC Family Support Worker
- Social Services.
- School Nurse.
- CAMHS (Child & Adolescent Mental Health Service).
- Speech and Language.
- Dove
- Arch

Recommendations from external agencies are shared with parents, inform individual target setting and are reviewed as part of the four part APDR review cycle. Pupils with SEN at St. Mary's will only have direct contact with visiting professionals from external agencies with parents' permission, except in cases where there are emergency safeguarding concerns.

For a small percentage of children, whose needs are significant, complex and enduring, and where the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, with parents' consent a request can be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an **Education Health Care plan (EHCP)** being provided.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the following in the first instance:

St Mary's Catholic Primary School	Mrs J Ellerton	01782 619685
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They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our Academy has discriminated against their child/ren. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

St Mary's Catholic Primary School	Front Door (provides advice and monitoring of safeguarding concerns)	0300 111 8007
	SENDias Family Partnership (supports parents to understand the SEN pathways)	Stafford Sub District, SEND IASS 79, Eastgate St, Stafford ST16 2NG https://www.staffs-iass.org/home.aspx Tel: 01785 356921

5.17 Contact details for raising concerns

St Mary's Catholic Primary School	Mrs J Ellerton	01782 619685
	Mrs D Mellor	01782 619685

5.18 The local authority local offer

Our contribution to the local offer is:

St Mary's Catholic Primary School	We are a mainstream setting delivering an inclusive primary education. Our Information report can be accessed via our website https://www.stmarycatholicprimary.co.uk
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6. Monitoring arrangements

This policy and information report will be reviewed **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Board of Directors.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Anti-Bullying Policy
- Behaviour for Learning
- Equality information and objectives
- Supporting pupils with medical conditions