



## **St Mary's Catholic First School SEN and Disability Policy**



### **1. COMPLIANCE**

1.1 This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25(July 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

### **2. SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION**

2.1 The Head teacher has overall responsibility for Special Educational Needs and Disability in St Mary's Catholic First School.

2.2 The team responsible for coordinating SEND provision for children/young people is: Paula Fearn/Emily Simmonds

The person co-ordinating the day to day SEND and disability provision for children/young people at St Mary's Catholic First

School is: Paula Fearn and Emily Simmonds

The Governor with oversight of the arrangements for SEN and disability is:

Helen Johnston <sup>1</sup>

### **3. MISSION STATEMENT**

**‘To be the best you can be.’**

3.1 To achieve these aims the school will:

- Work to create a sense of belonging between school, community and Parish
- Listen to the views of others in our school community
- Work to create a happy and secure environment where everyone is welcomed, valued and respected.
- Endeavour to give all pupils opportunity to succeed at every level in the curriculum.
- Offer positive and honest appraisal of achievement and challenge us all to be better
- Place a high value on love and laughter.

### **4. AIMS AND OBJECTIVES**

4.1 St Mary's Catholic First School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a

successful transition into adulthood, whether into employment, further or higher education or training.

4.2 Our school is committed to raising the aspirations of and expectations for all children with SEND. Our school provides a focus on outcomes for children and not just hours of provision/ support.

#### **4.3 AIMS**

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- To identify at an early age, individuals who need extra help and support.
- To enable each child to take part and contribute fully to school life.
- To develop individuals' self-esteem.
- To provide access to and progression within the curriculum.
- To involve children in planning to address and monitor their special educational needs and or disability.
- To work in partnership with parents/carers to support children's learning and health needs.
- To provide quality training for staff that suggests strategies which help them to support children with special educational needs and disability.

#### **4.4 OBJECTIVES**

- To identify and provide for children who have special educational needs and additional needs
- To work within the guidance provide in the SEND Code of Practice, 2014

- To operate a “whole child, whole school” approach in the management and provision of support for children with special educational needs or disability
- To employ a Special Educational Needs Co-ordinator (SENDCO) who will work within the bounds of the SEN Inclusion Policy
- To provide support and advice to all staff who work with children with special educational needs.

## **5. ROLES AND RESPONSIBILITIES**

**5.1** The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that St Mary's Catholic First School's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published. You can find this information on our school website: [www.stmarysdorchester.dorset.sch.uk](http://www.stmarysdorchester.dorset.sch.uk)

**5.2** St Mary's Catholic First School employs a SENDCo who supports staff in delivering an engaging and appropriate curriculum to all children. They work with staff, parents, carers and children to provide targets for the children's learning.

## **6. ADMISSION ARRANGEMENTS**

**6.1** St Mary's Catholic First School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this St Mary's Catholic First School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or

medical needs, St Mary's Catholic First School liaises with the local authority and Plymouth Diocese, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions.

6.2 More information can be found in the Local Offer information held on the school website.

## **7. FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY**

7.1 The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disabilities as defined by the Act.

7.2 The school has a range of specialist SEND facilities in place.

- Reception and Year 1 building is fully accessible for wheelchair users.
- The main school building does have wheelchair access for Year 2, the school hall, playground and disabled toilets.
- Years 3 and 4 classrooms have a small drop and ramps will be provided if necessary.
- Music/ELSA room has ramp access.
- Kids Zone area has wheelchair access and disabled toilet facilities.

## **8. SEN INFORMATION AND LOCAL OFFER**

8.1 The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the

school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

8.2 We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at [www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer) ,or on our school website, using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

## **9. IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

9.1 The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

9.2 Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

9.3 St Mary's Catholic First School staff use a wide range of tools to assess the amount and level of SEN needed support required. These include:

- All members of staff at St Mary's are responsible for monitoring the progress of children.
- Senior leadership/SENDSCO, with the support of class teachers, track the progress of all children on a half termly basis and as a result of this tracking, children can be offered a variety of programmes to support many aspects of learning.
- St Mary's has an open door policy, if a parent has any concerns about any aspect of their child's learning they speak first to the Class Teacher. A meeting can then be arranged with Mrs Fearn/Miss Simmonds to discuss any further support and/or provision.
- Half termly we invite parents/carers of children on the Inclusion Register to a meeting with the SENDSCO to discuss provision, target setting, progress and to accept parent input on targets. Class teachers are involved in the process.
- If it is decided that Specialist Service advice is needed the SENDSCO will facilitate this provision, parents/carers will be invited to attend the meeting concerning their child's needs.
- Each classroom has a copy of the medical Register. This is updated annually. All staff are trained to support the needs of the children; Individual Health Care Plans are easily accessible.

9.4 Learning needs are managed either by using additional support or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disabilities will have their needs met by the school.

9.5 Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support

from Teaching Assistants or specialist staff.

9.6 High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

9.7 Where it is decided that a child does have SEND, the decision should be recorded in the school records and the child's parents / carers **must** be informed, that special educational provision is being made.

9.8 The SENDCO will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

9.9 Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

9.10 Some examples of other influences upon progress:

- Attendance and punctuality



- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

## **10. MANAGING SEND CHILDREN IN OUR SCHOOL**

10.1 Where a child is identified as having SEND and or a disability, St Mary's Catholic First School adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (*July 2014*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

10.2 Staff strive to build strong working relationships with the children and through PSHE and ELSA which can uncover any worries about learning children might have.

10.3 At school we will know how a child is doing on a daily basis by observations within the classroom and tracking using our assessment systems.

10.4 The SENCO creates Provision Maps in the Autumn Term, which are completed by teachers. They also add this information to School Assessment

System to help monitor progress. These are reviewed termly and updated.

10.5 The SENCO in conjunction with the Class Teacher and Teaching Assistants are responsible for monitoring and evidencing progress in accordance with the outcomes described in the provision provided. This is reviewed termly.

10.6 We are in regular contact with parents/carers throughout the school year. We have:

- Meet the Teacher (September)
- Parents' evenings in the Spring term
- SEND parents/carers drop in sessions (Termly)
- Open door policy to book an appointment on a daily basis
- Communication/home link books on request
- School report and an opportunity to meet with the teacher (Summer Term)

10.7 For children who have a higher level of need we arrange meetings between Parents, carers/Class teachers/SENCO/Outside Agencies e.g. Educational Psychologist or SENSS The SENCO has responsibility for requesting external agency provision. The Head teacher has the overall responsibility for costing this provision.

10.8 When applying for specialist services we complete and return the appropriate forms for example: Pre CAF, Single Agency Referral.

## **11. MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY**

11.1 Children's provision is monitored and evaluated by Class

teachers/SEND/CO/TAs/Parent/Carers and Pupil Views on a termly basis. Appropriate responses are made.

11.2 The SEN Governor meets termly with the SEND/CO and is updated on the provision and progress provided. This information is then shared at Curriculum Governors meetings.

11.3 Assessment Co-ordinator/SEND/CO monitor the progress of children and holds meets with Class Teachers to discuss progress and provision.

## **12. COMING OFF THE SEND RECORD**

12.1 A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents/carers will be consulted at each stage if support is provided or when it will cease.

12.2 A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan.

12.3 However a child's progress will continue to be monitored by using the school's tracking systems.

### **13. STORING AND MANAGING INFORMATION**

13.1 All data including data stored electronically is subject to Data Protection law and GDPR.

13.2 All paper records will be held in line with the school's policy/protocol on security of information.

### **14. SUPPORTING CHILDREN WITH MEDICAL CONDITIONS**

14.1 St Mary's Catholic First School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that St Mary's Catholic First School are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See St Mary's Catholic First School's policy on "Supporting children at school with medical conditions".)

### **15. TRANSITION ARRANGEMENTS**

**15.1** St Mary's Catholic First School is committed to ensuring that parents/carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents/carers and agree the information that should be passed to the next phase of education.

**15.2** We have a strong working relationship with Haycorns Pre School

attached to school. In the Summer Term the Reception Class Teacher completes a weekly transition programme for pupils entering St Mary's.

**15.3** The Reception Class Teacher visits other Pre Schools where identified new Reception children attend.

**15.4** At New Parents Meeting held in the Summer Term at St Mary's, parents/carers are invited to discuss any additional needs their child might have with the SENDCO. Further meetings can be arranged if required as a result of this initial meeting.

**15.5** The Reception children are paired with a Year 4 Buddy to help support them with their transition to school.

**15.6** In the Summer Term, one afternoon a week, the new children and parents/carers join us as St Mary's Starters to support their transition into school.

**15.7** We are a member of St Osmund's Mini Pyramid. We want to ensure a smooth transition for all Year 4 pupils. From February half term Mrs Pegram – Transition Learning Mentor spends a day a week in the Year 4 Classroom. This is to:

- Build a relationship with the children – a familiar face for new school when transition occurs as The Transition Learning Mentor is then based at the Middle School.
- Identify pupils who require additional support
- Gets to know children well to share information with Year 5 Tutors- areas of strength/weakness.

- Familiarise the children of the school grounds, routines, expectation and reward systems.
- Pair the children with a buddy at the new school.
- Year 4 children also have several days Curriculum transition: Science Days/Orienteering
- For children who transfer to DMS or Puddletown have the same package provided by a Learning Mentor personal to that school.
- For children with a current Statement of Special Educational Need, the local authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (*DfE - July 2014*) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

## **16. TRAINING AND RESOURCES**

16.1 Training needs are identified through a process of analysis of need of both staff and children as and when required.

16.2 The SENDCO will provide information on specific needs for new staff.

16.3 Schools need to indicate where the SENDCO will network for personal training.

16.4 Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

16.5 Governors are aware of our Medical Register and know where the

Health Care Plans are stored at school. In the Staff Room there is a Medical Board which displays Health Care Plans and Photos of Identified Children.

16.6 Staff Members who are trained in First Aid at work attend residential trips. Appropriate training is provided depending on the needs of the children

## **17. SEN INFORMATION**

17.1 St Mary's Catholic First School presents its SEN information in two ways:

- i. by information placed on the school website which can be found at [www.stmarysdorchester.dorset.sch.uk](http://www.stmarysdorchester.dorset.sch.uk)
- iii. through information contained in this policy which is also published on the school website.

17.2 All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

## **18. ACCESSIBILITY**

18.1 St Mary's Catholic First School publishes its Accessibility Plan on the school website; this information can be found.

## **19. COMPLAINTS**

19.1 It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with

satisfactorily, an appointment can be made by them to speak and explain the issues to the SENDCO.

19.2 St Mary's Catholic First School publishes its Complaints Policy on the school website; this information can be found at [www.stmarysdorchester.dorset.sch.uk](http://www.stmarysdorchester.dorset.sch.uk)

## **20. REVIEWING THE SEND POLICY**

20.1 This policy will be reviewed and updated in conjunction with the views of Parents/carers and Children.

## **21. LINKS TO OTHER RELATED POLICIES**

[Supporting children at school with medical conditions](#)

[Accessibility Plan](#)

[Equality / equality information and objectives](#)

[Safeguarding](#)

[Anti-bullying](#)

[Data protection](#)

**Review date: December 2022**

**Signed:** *C. Simmonds*