

St. Mary of the Angels Catholic Primary School Special Educational Needs and Disability Policy

Mission Statement

Recognising and celebrating the presence of Christ in one another

- *St. Mary of the Angels Catholic Primary School aims to be a positive force within the Catholic Church inspired by the life of Christ in the Gospel*
- *The school is committed to the widest and fullest education of all pupils in a partnership between home, school, parish and the community.*
- *The school aims to create a happy, ordered environment where all members feel secure and valued.*

Aim:

To provide all children, regardless of their needs and abilities, with the opportunity to achieve their full potential. This policy aims to reflect the school's mission statement: The success of the policy will be judged against how these targets have been met and children's progress/confidences have been raised.

Objectives:

- To ensure that children with special educational needs have the fullest access to a broad, balanced and relevant curriculum including an appropriate curriculum for the foundation stage, national curriculum and religious education, achievable within the constraints of their needs.
- To ensure that children with special educational needs, who have not been identified, are identified and provided for as early as possible.
- To ensure that our school has access to internal and external support to meet the needs of individual children.
- To promote an ethos of high expectations, inclusion (Including a multi-sensory approach to learning) and equal opportunities for pupils with special educational needs.
- To keep parents fully informed and help them to take an active part in supporting the needs of their child.
- To ensure the highest level of integration for physically disabled children.

Roles and Responsibilities:

The head teacher as the leader of the school is responsible for ensuring that this is translated into reality in the running of the school.

The governing body are ultimately responsible for using their best endeavours to meet the needs of children and young people with special needs at St Mary of the Angels.

The Inclusion manager is the person responsible for coordinating the day to day provision for pupils with SEND and liaising with relevant stakeholders to ensure appropriate provision.

All teachers are teachers of SEND and should take full responsibility for all children and young people with SEND in their class.

Admission Arrangements:

The admission arrangements for the school treat children with SEND (who do not have an EHCP) exactly the same as for all other children and are administered in accordance with the guidance set out in the Admission Arrangements published by the Authority alongside our Schools Admission Policy.

To support transition liaison will take place with the inclusion manager from feeder nursery school/playgroup prior to children entering the Foundation Stage and with inclusion leaders in

secondary schools receiving children from St Mary's into Year 7 during the term before the children transfer if required.

Making the school accessible:

Several adaptations to the classroom facilities are made to support increased access for children with SEND, e.g.:

- All classrooms are lit appropriately and have new blinds.
- Changing facilities and a disabled toilet are installed.
- All steps are clearly visible.
- Ramp accesses are available in all parts of the school.

A full access audit has been undertaken and plans are amended as needs arise with new intake within the confines of the budget, under the jurisdiction of the Governing body.

Resourcing SEND:

Resources for meeting SEND are used in a number of different ways. We have a delegated budget which is used to fund support staff and additional resources for pupils with SEND.

We recognise that children have different degrees of difficulty, so the additional support that they receive depends on their individual needs. We use provision mapping to set out the additional activities that we undertake to provide support to different levels of need as part of our Graduated Response. The school takes its duties regarding SEND very seriously and commits significant resources to meeting pupils' individual needs.

The resources allocated are;

- Comparable with similar schools in Walsall, and allocated fairly and equitably according to the level of need;
- Based on our professional assessment of the level of difficulty that a pupil is experiencing, in relation to other children of the same age;
- Moderated through advice, help and support from the central SEN support services in Walsall and relevant outside agencies who routinely work across a number of schools.

We have a range of different external services regularly available to us for SEND support which include: Advisory teachers for SEND, Educational Psychologists, Specialist sensory and SpLD staff, Educational Welfare Officers and Attendance Support Workers, Behaviour Support Workers. We may also call upon school health services, social services and other key statutory and voluntary agencies that work in specialist areas in Walsall and beyond.

Identifying and Meeting SEND:

Children make progress at different rates and in different areas throughout their school life. This may be affected by their health, absence from school, difficulties in their home circumstances, or other reasons such as their lack of English, if they are newly arrived in this country. These reasons alone would not mean that a child or young person has special educational needs. We identify whether pupils have SEND in the following ways:

- Information that we may receive when a pupil transfers to the school;
- Considering information and assessments that we may receive from other professionals outside of the educational area e.g. health services
- Identifying where pupils have greater difficulties in learning in relation to other children of the same age;
- Constant monitoring of progress of individual children at regular intervals;

- Considering whether the pupils rate of progress is in line with the progress of other children of the same age;
- Listening to what children and their parents/carers tell us;
- Conducting our own more in depth assessment of learning and behaviour and seeking further views through consultations with other external educational professionals e.g. educational psychologists, advisory teachers etc.

Levels of Response:

When we identify that a child has a barrier to learning or they are not making progress in relation to other pupils in the same year group, the class teacher informs the parents and discusses the concern with the Inclusion Manager.

The teacher will plan how they are going to meet the child's needs. This may be through differentiated tasks or small group teaching. This boost may be all that is required. The class teacher and the Inclusion Manager will be responsible for tracking the progress of SEND pupils and Pupil Progress meetings will include discussion around the progress of SEND pupils. When the assessments indicate the pupil is achieving within the normal ability range for the rest of the children in the year group, we will judge the support to be successful.

If the child requires further support, appropriate interventions will be put into place and outcomes monitored with due reference to outside agencies, as appropriate.

Through careful monitoring and provision mapping, if the school cannot meet the needs of the child, an Education, health and Care plan (EHCP) will be requested.

It is our aim to make children independent of additional support as soon as possible.

Providing Equal Opportunities:

Equal Opportunities:

We expect all of our pupils to have access to all parts of the curriculum, together with all other children and reasonable adjustments are made for those with additional needs to ensure that there are no barriers. Occasionally and with the agreement of both the child and parents/carers, a joint decision may be made to vary part of the normal curriculum to undertake an individual replacement activity better suited to that child's needs. We have an equal opportunities policy in place to support this view.

Assessment:

Assessment of children with SEND, is undertaken by the class teacher, in conjunction with the Inclusion Leader and Assessment Co-ordinator. Assessments will be based upon or backed up by information gathered through:

- Nursery Entry Profiles.
- Foundation Stage Profiles.
- Nationally.
- School tests/tracking.
- Teacher Assessments

The process of SEND support should be seen as a continuous and systematic cycle of planning, action and review within the school to enable the child with SEND to learn and progress.

Targets are tracked throughout the teaching programme by the teacher. These assessments will be fed into the review meeting.

Reviewed by FGB 27/9/16

Assessments should then be used to feed into future teaching and targets set.

Monitoring the success of the provision made:

We regularly monitor the progress of all our pupils and SEND pupils are no exception. Targets for improvement for all children are set and we ensure that these targets are made available to both the pupils and their parents. It is particularly important for children with SEND that:

- Parents work with us and support the additional work that we are doing
- We have the same high expectations for pupils with SEND as we do for all pupils
- We regularly monitor and review our provision
- Report at least yearly on progress to the governing body.

External monitoring of our provision and arrangements is provided by the authority and the OFSTED inspection process.

The monitoring and support arrangements for the Inclusion Manager are as follow:

Involving Parents and carers

We welcome the involvement of all parents but particularly those with children and young people with SEND. Without their commitment and support to continue the additional work that we do, the programmes that we put in place will not be as successful. **All parents will be consulted if additional SEND provision is deemed appropriate.** Parental attendance and advice will be requested at regular reviews and we will ask for support to undertake prepared activities at home. We are happy to meet to discuss any concerns there might be, and see parents as equal partner in their child's learning and progress.

Training for Staff

We regularly undertake training and development work in meeting SEND in school, which is included in our school development plan.

Sharing experiences and good practice:

As a school we are part of a Walsall wide education community. We meet together at regular intervals and share practice. There is a wide network for Inclusion Managers which allow professionals to come together at regular intervals to discuss their concerns and new developments and to plan training for the foreseeable future. We support transitions and seek advice from other agencies and schools when required.

Parental Complaints

We are open to receiving either compliments or complaints from parents of children with SEND in school. In the first instance these should be relayed to the Inclusion Manager either by calling for a discussion/ to make an appointment, or by writing into the school.

Telephone discussion - complaints, can usually be dealt with easily and quickly by a telephone conversation.

Meeting in school with Inclusion Manager - in the unlikely event that this does not allay your concerns, then the next stage would be to organise a meeting in school with the Inclusion Manager to discuss this further.

Meeting with the Head Teacher - If a parent/carer is still not satisfied that their concerns have been resolved, then they should either phone or arrange to meet with the head teacher.

A copy of the school's complaints procedure is available from the Head Teacher.

Key Contacts:

The key contacts for further advice and information on SEND in the school are:

Class Teacher - initially

School Inclusion leader - Mrs E. Lewis

Head Teacher - Mrs C. O'Hara

Policy Reviewed with Walsall Guidance Adopted March 2011