

**London Borough Of Enfield
Diocese of Westminster**

St. Mary's Catholic Primary School

Policy for Special Educational Needs

St. Mary's school community follows the teachings of Jesus Christ, working together to develop the whole child, in a spiritual, moral, academic, physical, social and emotional way, within a caring and supportive environment.

School website: www.stmarysenfield.co.uk

◆ **Introduction**

This policy complies with the statutory requirement laid out in the Special educational needs and code of practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality act 2010: advice for schools DfE last update – 28th June 2018
- Send Code of Practice 0-25 (July 2014)
- Schools Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils with Medical Conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (September 2012, last updated 13th December 2021).

(The government has published its SEND and Alternative Provision Green Paper - consultation is open from Tuesday 29th March for 13 weeks, and closes on Friday 1st July at 23.45pm. Any subsequent changes the school makes to provision in the light of this will be included as an update to this policy).

This policy has been written by the school's SENCo, with the SEN governor and in liaison with staff and parents. It reflects the spirit of current thinking which places emphasis on the importance of a collaborative partnership to ensure successful outcomes for pupils, in a school community which is inclusive and sensitive to the needs of all.

◆ **Principles**

In order to fulfil its commitment to the belief that every teacher is a teacher of every child including those with SEN, St. Mary's provides effective learning opportunities

for all children by:

- Setting suitable learning challenges - the National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils through early identification of SEN in order to improve long-term outcomes for pupils.
- Ensuring that teachers in the school are able to identify and provide for those pupils with SEN
- Setting up efficient systems for monitoring assessing and reviewing progress.
- Ensuring pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical, with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.
- Developing partnerships with parents, external agencies and the LEA in order to meet the needs of children with special educational needs.
- Develop expertise in using a range of teaching strategies.
- Develop the content of the school's curriculum.
- Develop the resources within the school.

◆ **Objectives**

- To operate a 'whole pupil, whole school,' approach to the management and provision of support for special educational needs, in accordance with the school's mission statement.
- To work within the guidance in the SEND Code of Practice 2014.
- To identify and provide for pupils who have special educational needs and additional needs.
- To provide a Special educational Needs Co-ordinator (SENCo) who will work with the SEN Policy.
- To provide support and advice for all staff working with special educational needs pupils.

◆ **Definition of Special Educational Needs: (Code of Practice 2014)**

The Code of Practice states that a 'pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different or additional to that normally available to pupils of the same age.' The school seeks to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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 that attainment gap

Pupils will have needs and requirements which may fall into at least one of four broad areas, many children will have inter-related needs.

‘The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category’ (COP July 2014).

The four areas of need are:

Communication and interaction

This includes children with speech and language delay, impairments and disorders and children with Autistic Spectrum Disorders and Autism.

Cognition and learning

This includes moderate learning difficulties, severe learning difficulties and profound and multiple learning difficulties where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Social, mental and emotional health

This includes children who may be withdrawn or isolated, who display challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. Other children may have disorders such as attention deficit disorder, attention hyperactive disorder or attachment disorder.

Sensory and/or physical Needs

This includes children with sensory, multi-sensory and physical difficulties.

The school is well aware that behavioural difficulties do not necessarily mean that a child has SEN and will not automatically lead to a pupil being considered as having SEN. This also applies to slow progress, low attainment, disruptive or withdrawn behavior.

Difficulties related solely to the developing acquisition of English as an additional language are not SEN.

Children with SEN may have a disability as defined under the Equality Act 2010 that is ‘...a physical or mental impairment which has a long-term and substantial effect on their ability to carry out normal day-to-day activities.’ ‘Long term’ is defined as more than a year and ‘substantial’ is defined as ‘more than minor or trivial.’ While children with disabilities will not necessarily have SEN, there is often an overlap. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

◆ **Identification, Assessment and Review**

A Graduated Approach to SEN Support

‘Teachers are responsible and accountable for the progress and development of the pupils in their class...high quality teaching, differentiated for individual pupils, is the first step’ (COP July 2014). The school therefore takes a graduated response to pupils who have or may have SEN. We recognise that there is a continuum of need matched by a continuum of support, which begins with quality first teaching in the classroom with the class teacher.

The characteristics of high quality teaching include

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils

- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils

When a pupil is identified as possibly having SEN they will be closely monitored. Learning opportunities will be differentiated and the SENCo will be consulted for support and advice. Parents will be informed at every stage of their child's development and any concerns will be discussed at the appropriate time.

SEN Support

Where a pupil is identified as having SEN, parents will be advised and special educational provision will be put in place. The support takes the form of a four-part cycle of **assess, plan, do, review**

Assess

This involves clearly analysing the individual pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and that the interventions being used are developing and evolving as required. Where external agencies are already involved their work will help inform the assessment of need. Where they are not involved, they may be referred to, if this is felt to be appropriate, following discussion and agreement from parents. Referrals for assessment for a general or more specific diagnosis of underlying conditions affecting a pupil's progress, may be made to the Child Development Team for pupils under the age of five or to CAMHS (Child and Adolescent Mental Health Service) for pupils over five.

Plan

Where it is decided to provide a pupil with specific SEN support, the parents are formally notified. The teacher and SENCo agree, in consultation with the parent and pupil, the adjustments, interventions and support to be put in place. The aims of the support and expected impact on progress, development or behavior are also recorded along with a date for review. All support and types of intervention that the school provides are regularly reviewed and up-dated to include new or individually tailored programmes of support. This may include:

- different learning materials or special equipment
- extra adult time to devise the nature of planned intervention and to monitor its effectiveness

- staff development and training to introduce more effective strategies
- access to local authority support services for one-off or occasional advice on strategies or equipment
- some group or individual support
- Specific programmes of short- term intervention
- Part-time placement in specialised setting

Do

At all levels of intervention and support, the effectiveness and impact of any SEN provision continue to be the responsibility of the class teacher. They retain responsibility where interventions may involve groups or one-to-one teaching away from the class teacher. Class teachers work closely with teaching assistant and support teachers to plan and assess the impact of support and interventions and to ensure links with classroom teaching. Support with further assessment of pupils' strengths and weaknesses, problem solving and advice on the implementation of effective support will be provided by the SENCo.

Specialist Support

The school will involve specialists at any point to advise them on early identification of SEN and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. The pupils' parents will always be involved in any decision to refer to external agencies. The involvement will be recorded and shared with parents and teaching staff supporting the child, in the same way as other SEN support. Referral is made to all agencies including Social Care through the Enfield Early Help Form as well as additional forms specific to the agency.

Specialist support and advice the school currently accesses includes:

- Educational Psychology Service
- Speech and Language Therapy
- Enfield Child and Adolescent Mental Health Service
- Blanche Neville Outreach for the Hearing Impaired
- Russet House Outreach Service
- SWERRL (formerly Primary Behaviour Support Service)
- ConnectedEd
- Joseph Clarke Outreach for Visually Impaired
- Suffolks Language Resource Base
- Houndsfield Language Resource Base
- Physiotherapy
- Occupational Therapy
- Enfield Advisory Service for Autism
- Waverley Outreach

Review

The effectiveness of SEN support and interventions is reviewed in line with the agreed date through the drawing up of a learning support plan. The impact and quality

of intervention and support is evaluated, along with the views of the pupil (where appropriate) and their parents. This feeds back into the analysis of the pupil's needs. The class teacher with the SENCo, revises the support in the light of progress and development, deciding on any changes in consultation with the parent and pupil. All pupils (including those on the SEND register) will have targets which are kept in their Assertive Mentoring folder and where appropriate pupils may have an individual Learning Support Plan. This plan details SEN provision and its impact as discussed at the time of review. Reviews take place three times a year and involve parents and pupils in reviewing progress and setting new outcomes. Meetings where possible will be aligned with the normal cycle of discussions with parents of all pupils. However meetings to review SEN provision and progress would be expected to be longer than other parent-teacher meetings. Class teachers are responsible for evidencing progress according to the outcomes described in the plan. Class teachers are responsible for maintaining and updating pupil targets. The SENCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

Education, Health and Care Plan (EHCP)

Where difficulties remain significant and complex the school may request a statutory needs assessment by the London Borough of Enfield. (This can also be requested by a parent). If this is agreed (parents have the right to appeal against a decision not to initiate statutory assessment), all those involved in working with the pupil will be asked to provide detailed information and advice. This information is considered at a co-production meeting and together with preliminary outcomes of targets is set out in a provisional Education, Health and Care Plan. When everything is agreed Enfield, as the responsible body, produce a final Plan. This EHCP is then reviewed at a minimum of every 12 months.

Further information about EHCPs can be found via the SEND local offer:
www.enfield.gov.uk/SEND

▪ **Criteria for Exiting the SEN register**

If it is felt that pupils are making progress which is sustainable then they may, following review, be taken off the SEND register. If this is the case then the views of the teacher, SENCo, pupils and parents will be taken into account, as well as that of any other professionals involved with the child. If it is agreed to take the pupil off the SEND register, records will be kept until the pupil leaves school (on transfer to another school including secondary, relevant information would always be passed on regarding interventions or support a pupil may have needed). The pupil will continue to be monitored through the school's usual monitoring procedures. If it is felt that the pupil again requires additional assistance then the procedures set out in this policy will be followed.

◆ **Supporting Pupils and Families**

- Information about services for supporting children with SEND available to all families within Enfield can be found within the local offer.
- The school publishes its SEN Information Report which can be viewed on the school's website and is updated annually.

- The governing body is the authority responsible for admissions to St. Mary's School. A copy of the Admissions Policy is available on the website.
- Class teachers in partnership with the SENCo are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests, then the SENCo will liaise with the class teacher to assess pupils' eligibility for access arrangements.

◆ **Supporting Pupils at School with Medical Conditions**

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some pupils may also have special educational needs and may have an Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of practice (July 2014) is followed.
- The school has a policy for supporting pupils with medical conditions which complies with DFE guidance (September 2014 and updated August 2017). This policy can be viewed on the school's website.

◆ **Access Arrangements**

The SEN and Disability Act 2001, places a duty on all schools and local authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. At St Mary's the classes are on two levels with a lift to the first floor in the new building. There are three disabled toilets, a mechanised ramp and car parking spaces are located in front of the school and in the car park. Arrangements are detailed in the Access and Disability Policy which has been written to comply with our statutory obligations.

◆ **Evaluating the Success of SEN Provision**

- Pupil progress is monitored on a termly basis in line with the SEN Code of Practice.
- Interventions and quality of support and outcomes are monitored and evaluated by the SENCo and information is fed back to staff, parents and governors.
- Any staff training needs are highlighted and training opportunities are provided for staff as appropriate – either as a whole staff or individually.
- The school's SENCo keeps up-dated on local and national developments in order to ensure effective evaluation of SEN outcomes based on an understanding of most recent research and findings about pupils with SEN.
- The SENCo liaises with the SEN governor on a termly basis and informs her of the effectiveness of SEN provision.

◆ **Roles and Responsibilities**

The Governing Body

The governors' general responsibility in all aspects of their work should support the interests of all children in the school, including those with special educational needs. Governors also have specific duties towards children with special educational needs. Governors will ensure that:

- The necessary provision is made for any pupil with SEND
- All staff are aware of the need to identify and provide for pupils with SEND
- Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their need and the efficient education of other pupils.
- Parents are notified if the school decides to make SEND provision for their child.
- They are fully informed about SEND issues so that they can play a key part in the school's self- evaluation.
- They set up appropriate staffing and funding structures and oversee the school's work for SEND.
- Governors at St. Mary's have identified Mrs W.Allen as the link governor responsible for special educational needs.

The Special Educational Needs Coordinator (SENco)

The SENco is Mr Murphy and his duties include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Coordinating the development of provision for children with special educational needs.
- Liaising with and advising class teachers and supporting in drawing up Learning Support Plans.
- Managing and supporting all other staff working with children with SEN.
- Overseeing the records of all children with SEN.
- Liaising with parents of children with SEN.
- Organising and chairing reviews with parents, children and other professionals.
- Contributing to staff in-service training.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.

Safeguarding

Mr Murphy is the school's Designated Safeguarding Lead. Mrs C.Brennan, Mrs R.Martin, Mrs M. Jones and Mrs N.Falzone are the designated staff for safeguarding.

◆ Allocation of Resources and Training

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it and to meet the objectives set out in this policy. In order to maintain the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes

meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school's SENCo regularly attends training and network meetings both locally and nationally in order to remain up-to-date on SEND issues and principles of good practice.

◆ **Partnership with Parents**

St. Mary's values the role that parents play in their children's education and recognises that children with SEN have greater opportunities to overcome barriers to their learning when there is a close working partnership between home and school. Parents are informed immediately if the school feels that their child may have special educational needs. They will be invited to attend regular reviews with the class teacher, Senco and if necessary, other professionals in order to discuss progress, provision and outcomes for their child. Any provision or support is only ever provided for pupils in school with the permission of parents.

◆ **The Views of Pupils**

The United Nations Convention on the Rights of the Child (articles 12 and 13) state the "view of the child should be given due weight according to the age, maturity and capability of the child." Within the constraint of the age of the younger children in the school, St. Mary's respects this declaration and encourages children with special educational needs to express their opinion on the nature of their needs and educational provision. Where appropriate they are invited to reviews and within the normal school routine they are required to evaluate their progress with the adults involved in teaching them. Education, Health and Care Plans begin with children's own views and aspirations in the All About Me section, reflecting the importance of their voice in the decisions being made about them and their future.

◆ **Complaints**

The governors of the school have adopted the complaints procedure recommended by the Diocese of Westminster. For complaints about SEN provision for their children, parents should refer to the Complaints Policy but the school's intention would be that parents to consult with their child's class teacher and SENCo in the first instance for any concerns or issues they may have regarding their child's SEN.

◆ **Reviewing the Policy**

This policy will be reviewed by governors on an annual basis.

Date of current policy: September 2023

