



St Mary's Catholic Primary School

SEN Policy and Information Report

1. Aims

Our SEN policy and information report aims to:

- Set out how our school 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.

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

At St Mary's Catholic Primary School, we strive to support all children to enable them to achieve at school. In order to do this, many steps are taken to support them through their learning journey. Quality teaching is vital and all children are supported by a team of class teachers and teaching assistants. For some children, there may be times when further additional support may be needed to help them achieve their targets. Our class-based teaching assistants are key to supporting children with additional needs. Parents get to know the class teacher/s and class teaching assistant/s, especially when children are younger. If your child needs more support than can be provided in the classroom, then they may be supported by a member of the Inclusions Team and outside agencies.

Objectives

- Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and Early Years settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be coordinated by the Inclusions Leader and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are being catered for.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of

understanding SEND procedures and practices and providing regular feedback on their child's progress.

- Work with and in support of outside agencies when the pupil's needs cannot be met by the school alone. Some of these services include the Educational Psychology Service, Speech and Language Therapy, and Outreach services.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to give their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through the school by wider opportunities such as School Council, school plays, sports teams, school trips and clubs.

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.

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". SEN Code of Practice (2014, p 16)

4. Roles and responsibilities

4.1 The SENCO and Inclusions Leader is Mrs Sophie Varnham.

The role of the Inclusions Leader is to:

- Ensure that children are included at school, whatever their needs may be;
- Advocate for children who may be more vulnerable than others because of their needs, especially those with Special Educational Needs and Disabilities (SEND) and English as an Additional Language (EAL);
- Be responsible for the coordination of specific provision made to support individual children with the above needs;
- Coordinate the Inclusion Team;
- Liaise with staff to monitor children's progress and plan further interventions where progress is slower than expected;
- Assess children's needs to establish support required.

The SENCO and Inclusions Leader 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 Educational, Health and Care 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 Body 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.

The Inclusion Team also includes:

- Foundation Stage Teaching Assistants;
- KS1 and KS2 Teaching Assistants;
- SEN Teaching Assistants.

Other support available:

- Home-School Support Worker

Mrs Laphorn can provide links between school staff, families, pupils and external services. She can help to deal with anything that may be a barrier to a child's learning including attendance, school or family worries. She can be contacted via the school office.

- School Nurse

Our School Nurse is available to support with health concerns. She comes into school termly but can be contacted at Medway Community Healthcare – Public Health Nursing on 01634 337593 or medch.childrenscommunity@nhs.net or through the MCH referral system via Mrs Varnham or Mrs Laphorn.

- Speech and Language Therapist

Our Speech and Language therapist supports children and families where children have speech and language programmes from the local mainstream team.

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at Governing Body meetings;
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Governing Body on this;
- Work with the Headteacher and Inclusions Leader to determine the strategic development of the SEN policy and provision in the school.

The Governing Body works to ensure that all SEN processes are in accordance with relevant legislation and that the appropriate external agencies are consulted and involved.

4.3 The Headteacher

The Headteacher will:

- Work with the Inclusions Leader, SEN governor and Inclusions team 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 Inclusions Leader 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, speech and language difficulties and Autistic Spectrum Conditions;
- Cognition and learning, for example, Literacy or Mathematical difficulties or difficulties with retention of learning;
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD);
- Sensory and/or physical needs, for example, visual impairments and processing difficulties;
- Moderate/severe/profound and multiple learning difficulties.

At St Mary's Catholic Primary School, we can make provision for frequently occurring special educational needs with or without an Education, Health and Care Plan. There are other

kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we may be able to access training and advice so that these kinds of needs can usually be met. Decisions on the admission of pupils with an Education, Health and Care Plan are made by the Local Authority. The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment, 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.

Our Inclusions Leader, has access to a range of tests which can more effectively identify areas of strength and difficulty other than those routinely used in class and may administer these to gain a clearer picture of where further support may be required.

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.

At St Mary's Catholic Primary School, we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points. Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. We also have access to external advisors as needed who may also carry out assessments: for example: Educational Psychologist, PASS (Physical and Sensory Service), Paediatricians, School Nurse, and advisors from Outreach Services.

The purpose of more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents and reviewed, refined and revised regularly as needed. At this point, we may have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available. If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs. When any change in identification of SEN is made, parents will be notified. We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

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.

We will formally notify parents when it is decided that a pupil will receive SEN support.

It may be necessary to provide a child with a School Based Plan if we find a need is on-going or long-term or the child is not making sufficient progress, despite support. Parents are involved in the co-production of the plan and the child's views are always sought. The plan will be reviewed and updated regularly in collaboration with teaching staff, the Inclusions Leader, parents and the child. In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

All parents of pupils at St Mary's Catholic Primary School are invited to discuss the progress of their children throughout the year and receive a written school report in the summer term. In addition, we are happy to arrange meetings outside these times.

Parents are consulted twice yearly through the Parents' Evening system but we also have good informal links with parents through 'on the door' contact, drop-in and information sessions, 1:1 appointments with staff, parent learning walks and regular coffee mornings.

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 Inclusions Leader 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;
- Results of any assessments taken place and advice provided.

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.

Assess

This involves clearly analysing the 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 views and experiences of parents. The pupils' 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 on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, Inclusions Leader and the parents to agree the adjustments, interventions and support that are required, the impact on progress, developments and/or behaviour that is expected and a clear date for review. Parental involvement may be sought where appropriate to re-enforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies and approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day to day basis. They will retain the responsibility even when the interventions may involve group or one-to-one teaching away from the teacher. They will work closely with teaching assistants and the Inclusions Leader to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupils' strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Inclusions Leader or outside agencies where necessary.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take into account the views of the pupils and where necessary, their parents. The class teacher, in conjunction with the Inclusions Leader, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and pupil.

5.5 Supporting pupils moving between phases and preparing for adulthood

At St Mary's Catholic Primary School, we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will ensure the transfer is as seamless as possible. We also contribute information to a pupil's onward destination by providing information to the next setting. We will share information with the school, or other setting the pupil is moving to. We provide support through transition in the form of group and individual visits to new schools, visits from new teachers to pupils moving on, transition support groups and have, on occasion, accompanied parents to transition meetings where appropriate. Selected pupils can also be referred for specialist transition days provided by the new schools.

We make arrangements to ensure any transitions are as smooth as possible for our children with SEN and often invite them in during holiday periods to refamiliarise themselves with

the setting and their members of staff whilst the school is less busy. This is also an opportunity for parents to share updates or achievements.

5.6 Our approach to teaching pupils with SEN

"High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered." SEN Code of Practice (2014, 6.37).

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality First Teaching is our first step in responding to pupils who have SEN. Choice and Challenge is used in all classes, allowing pupils to learn at the appropriate level for them whilst still offering challenge and ensuring that their learning is limitless.

We also provide the following interventions:

- Move It;
- Clever Fingers;
- Sensory Circuits;
- Fresh Start Phonics;
- Reading interventions;
- Comprehension support;
- Writing interventions;
- Handwriting support;
- Mathematics interventions;
- Stepping Stones;
- Lego Therapy;
- Drawing and Talking Therapy;
- The Lunch Bunch;
- Hopscotch interventions;
- Intensive Interaction;
- Identiplay;
- Precision Teaching.

5.7 Adaptations to the curriculum and learning environment

Our Accessibility plan is available at: <https://stmarysrcp.medway.sch.uk/wp-content/uploads/2016/03/Accessiblity-Plan-2.pdf>

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 1:1 work, teaching style, content of the lesson;
- Adapting our resources and staffing;
- Using recommended aids, such as coloured overlays, visual timetables, social stories, pencil grips, fidget cushions, larger font, weighted jackets, task planners;
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud;
- Adapting the learning environment or seating arrangements.

5.8 Additional support for learning

As part of our budget, we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good to outstanding in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case. In very few cases, a very high level of resource is required. All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6000. For those with the most complex needs, additional funding ("Top Up/High Needs" or Element 3 funding) is retained by the local authority. The Inclusions Leader will refer individual applications to a multi-agency panel, which is administered by the local authority, who will determine whether the level and complexity of needs meets the threshold for this funding. The local authority panel also makes a final decision on the required level of funding. This is reviewed six monthly by the local authority following further applications. It would then be the responsibility of the Inclusions Leader, Senior Leadership Team and the Governing Body to agree how the allocation of any resources received is used.

We work with the following agencies to provide additional and specialised support for pupils with SEN:

- Bradfields Outreach support;
- Marlborough Outreach support;
- Educational Psychologist;
- Speech and Language Therapy Team;
- School Nursing Service;
- Paediatricians and Medway Children's Health Services;
- Gillingham 8-12 Club;
- Medway Early Help Team;
- Medway School Support Group;
- SENCO support forums;

- Medway Physical and Sensory Service (PASS) team.

5.9 Expertise and training of staff

Our Inclusions Leader and SENCO, Mrs Varnham, works full time and can be contacted via the school office.

We have a team of 19 teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Our aim as a school will be to ensure that all school staff are up to date with relevant training and developments in relation to pupils with SEND.

The Inclusions Leader will regularly attend local area forums to ensure we are meeting the needs of the children with regards to the local authority expectations.

We recognise the need to train all staff and strive to support professional development in order to ensure the needs of the children are being met. The Inclusions Leader will work with the Headteacher and members of the Leadership Team to ensure that training opportunities are matched to the school development plan along with the current profile of need.

In the last academic year, staff have been trained in many areas of SEND including: Speech and Language strategies, Sensory Circuits, Hopscotch Interventions, Intensive Interaction, Identiplay, Precision Teaching, Autism Friendly Strategies, Emotional First Aid, Early Help, Graded Care Profile, Lego Therapy, Child Protection Training, Understanding Attachment and Trauma, Signalong, Numicon, Positive Handling, PECs, Trauma aware classrooms, anger management strategies, de-escalation strategies, strategies for dealing with SEMH issues, Drawing and Talking Therapy.

5.10 Securing equipment and facilities

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, through High Needs Funding where applicable, or seek it by loan.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term;
- Reviewing the impact of interventions;
- Using pupil questionnaires and consultations;
- Reviewing targets in School Based Plans;

- Monitoring by the Class Teacher, TAs, Leadership Team and Inclusions Leader;
- Reviewing provision maps;
- Holding annual reviews for pupils with EHC plans.

Each review of provision for the pupil will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers which will show whether adequate progress is being made. The SEN Code of Practice (2014, 6.17) describes inadequate progress as, "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 the attainment gap"

For pupils with or without an Education, Health and Care Plan, provision will be reviewed three times a year by the class teacher and Inclusion Leader. The Headteacher and Class Teacher will also review progress three times a year. For children with an Education, Health and Care Plan there will be an annual review of provision and views on progress will be collected from staff, parents and the child.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All clubs, trips and activities offered to pupils at St Mary's Catholic Primary School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs;
- All pupils are encouraged to go on our residential trip in Year 6;
- All pupils are encouraged to take part in sports day, school plays and special workshops;
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

At St Mary's Catholic Primary School, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching in class for example. RE, PSHE, circle time and indirectly with conversations had

with different pupils throughout the school day. For some pupils with the most need for help in this area, we also can provide the following:

- Members of staff such as the class teacher, teaching assistants, Home-School Support Worker and Inclusions Leader who are available for pupils who wish to discuss issues and concerns;
- Social skills groups;
- Support for families through the Home-School Support Worker;
- External referral to the School Nursing Service for Emotional Support;
- Lego Therapy;
- Oasis Club;
- Drawing and Talking Therapy;
- Stepping Stones;
- External referral to NELFT;
- Referral to Early Help and signposting to external services;
- Pupils with SEN are encouraged to be part of the School Learning Council;
- Pupils with SEN are also encouraged to be part of extra-curricular clubs to promote teamwork/building friendships.

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

At St Mary's Catholic Primary School, we work very closely with other agencies to ensure that all children's needs are met in the most efficient way possible and to gain a holistic picture. We may need to make referrals to the external agencies listed previously (section 5.8) as well as health and social care bodies, local authority support services and voluntary sector organisations, in order to fully meet pupils' needs and to help support their families.

5.15 Complaints about SEN provision

The normal arrangements for the treatment of complaints at St Mary's Catholic Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with us to resolve the issue before making the complaint formal to the Chair of the Governing Body. If the complaint is not resolved then

there are other channels available to help with resolutions of complaints, depending on the level of the child's needs. More details can be found in the SEND Code of Practice.

Complaints about SEN provision in our school should be discussed with the class teacher or Inclusions Leader in the first instance. 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 school has discriminated against their children. 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

Medway Parent Partnership Service (KIDS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They support parents to play an active and informed role in their child's education. They can be contacted at:

Medway Parent Partnership Service:

Woodlands Place

Woodlands Road

Gillingham

ME7 2DT

Telephone: 01634 577657

KIDS Medway/Sutton/Surrey:

Hill House

Bishopsford Road

Morden

SM4 6BL

Telephone: 07701 312863

www.kids.org.uk

Medway Special Educational Needs and Disabilities Information and Advice Support Service (SENDIAS) provides a range of free and impartial help to parents/carers, children and young people:

5A New Road Avenue

Chatham

ME4 6BB

Telephone: 01634 329128

<https://www.family-action.org.uk/what-we-do/children-families/send/medway-sendias/>

5.17 Contact details for raising concerns

If a parent or carer has concerns, an appointment can be made to speak to the class teacher, Headteacher or the Inclusions Leader.

5.18 The local authority local offer

Our local authority's local offer is published at: <https://www.medway.gov.uk/localoffer>

For parents and carers without internet access, please contact Mrs Varnham for further information, if required.

6. Monitoring arrangements

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

It will be approved by the Governing Body.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan;
- Behaviour;
- Equality information and objectives;
- Supporting pupils with medical conditions.