SEND Policy

Mission Statement:

'In St Margaret Mary's School

we welcome everyone into our community

in order to live, love and learn

together in the light and example of the life of Christ.'

SENDCO: Mrs L Attwood

SEND Governor: Michael McConnell

'In St Margaret Mary School we value the wellbeing of all Stakeholders.'

SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

Vision

Each one of God's children is unique and special. We aim to provide an inclusive high quality educational experience, centred around our catholic faith, for all our pupils including those with special educational needs or disabilities (SEND).

Aims

- All children are given equal access to the curriculum so that each child's achievements are valued.
- We identify and assess children's needs as early as possible.
- All procedures to identity children with SEND are known by staff.
- There is involvement and communication with the parents at every stage.
- We are ambitious for children with SEND through differentiation and ensuring all children receive a balanced and broad curriculum.
- To ensure that 'more able' children are given the scope and encouragement to enrich their education.
- To provide a safe place for those children who are vulnerable or have emotional issues.
- We raise staff awareness and expertise through staff INSET.
- We maintain close links with the support services, other schools and agencies.

- We assess the learning and development of pupils with SEND, and whether pupils' outcomes are improving as a result of the different or additional provision we make for them.
- We ensure pupils with SEND are prepared for their next steps in education, including secondary education, independent living, participating in society and being as healthy as possible in adult life (PfA in CoP)

Definition of Special Educational Needs and Disabilities (SEND)

At St Margaret Mary's school we recognise that a child has special educational needs if they have a learning difficulty or a disability which is significantly lower than the majority of the children of the same age.

The 'SEND Code of Practice' (January, 2015) identifies four broad categories of SEND. These are:

1. Communication and interaction, including Speech and Language difficulties and Autistic Spectrum Disorders

2. Cognition and learning, including specific learning difficulties e.g. dyslexia

3. Social, emotional and mental health, including anxiety, depression and ADHD

4. Sensory or Physical, including hearing, visual or physical disabilities

A student may have Special Educational Needs if they are making less than expected progress, given their age and individual circumstances. This might be characterised by progress which:

- Is significantly slower than that of their peers
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap with their peers
- Widens the attainment gap

A student with low attainment, or who is making slow progress, may not have SEND. However, these may be an indicator of underlying difficulties yet to be identified. We recognise that early identification of need is essential in supporting students with SEND and uses a range of strategies, information sharing and assessments, especially during transition. A student with SEND requires something additional to, or different from, the rest of their peers. In identifying students as having SEND, we expect that those students will receive SEND provision. Under the Equality Act (2010), a student has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

<u>Admission Arrangements</u>

At St Margaret Mary School we welcome children with SEND and endeavour to give them and their parents every support. Such children are considered as part of our normal admissions procedures.

We will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Considering applications from parents of children who have SEND but do not have an EHC plan
- Not refusing admission for a learner who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs
- Not refusing admission for a learner on the grounds that they do not have an EHC plan
- Adopting fair practices and arrangements in accordance with the Schools Admissions Code for the admission of children without an EHC plan Arrangements for the fair admissions of learners with SEND are outlined in the Admissions Policy and it is published on our school website.

Facilities for children with SEND

TAs carry out interventions where necessary - EAL groups, reading and phonic groups, SEN intervention with SENCO, a Sensory room has been established for withdrawal for identified pupils and for a nurture group at lunch times.

Special medication for individual pupils is stored in the AHT office along with procedures and protocol advice.

Staff Responsibilities

The Governing Body is responsible for:

• To fully engage learners with SEND and their parents when drawing up policies that affect them.
• Identifying, assessing and making provision for all children and young people with SEND, whether or not they have an EHC plan
• Endeavouring to secure the special educational provision called for by a learner's SEND
• Designating an appropriate member of staff to be the SEND coordinator (SENDCO) and have responsibility for co-ordinating provision for learners with SEND
• Making reasonable adjustments for learners with disabilities to help alleviate any substantial disadvantage they experience because of their disability
• Taking necessary steps to ensure that learners with disabilities are not discriminated against, harassed or victimised
• Preparing the arrangements for the admission of learners with disabilities and the facilities provided to enable access to the school for learners with disabilities
• Preparing the accessibility plan showing how the school plans to progressively improve access over time
• Publishing annual information, setting out the measures and facilities to assist access for learners with disabilities
• Publishing annual information about the arrangements for the admission of learners with disabilities, the steps taken to prevent children being treated less favourably than others, the facilities provided to assist learners with disabilities, and the school's Accessibility Plan
• Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and learners through a single point of access
• Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a learner with SEND, in line with their EHC plan
• Ensure arrangements are in place to support learners at school with medical conditions
• Cooperating with the LA in drawing up and reviewing the Local Offer
• Appointing an individual governor or sub-committee to oversee the school's arrangements for SEND

• Preparing the SEND information report and publish it on the website
•Keeping organised formal records.

The Head Teacher is responsible for:
• Ensuring that those teaching or working with learners with SEND are aware of their needs, and have arrangements in place to meet them
• Ensuring that teachers monitor and review learners' progress during the course of the academic year
• Cooperating with the LA during annual EHC plan reviews
• Ensuring that the SENDCO has sufficient time and resources to carry out their functions
• Providing the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities, in a similar way to other important strategic roles within the school
• Appointing a designated teacher for looked after children, who will work closely with the SENDCO to ensure that the needs of the learner are fully understood by relevant school staff
• Regularly and carefully reviewing the quality of teaching for learners at risk of underachievement, as a core part of the school's performance management arrangements
• Ensuring that teachers understand the strategies to identify and support vulnerable learners, and possess knowledge of the types of SEND most frequently encountered
•Ensuring that support staff are effectively deployed
• Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against learners with SEND
• Taking steps to ensure that learners and parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans
• Establishing and maintaining a culture of high expectations and include young people with SEND in all opportunities available to other learners
• Consulting health and social care professionals, learners and parents to ensure the needs of children with medical conditions are effectively supported
• Keeping parents and relevant teachers up-to-date with any changes or concerns involving the learner
• Identifying any patterns in the identification of SEND within the school and in comparison with national data

The SENDCO is responsible for:

- The day to day running of the SEN policy, in conjunction with the Head Teacher.
- Liaison with and advising teaching staff and support staff.
- Maintaining SEND lists and data.
- Coordinating the provision for children with SEND.

- Coordinating the efficient administration of the systems for identifying, assessing, monitoring and record keeping for children with SEND.
- Contribute to in-service training for staff.
- Liaise with outside support services (PSS, EP, CAT etc) and the Governing Body.
- To assist class teachers to draw up target plans in consultation with other staff members and parent where appropriate.
- Work in partnership with all parents of children with SEND.
- Coordinate annual reviews and termly reviews for pupils who there is SEN concerns.
- Liaise closely with the Head Teacher
- Use budgets effectively.

Class Teachers are responsible for:

• Planning and reviewing support for their learners with SEND on a graduated basis ensuring the correct resources and scaffolds are deployed effectively and consistently in lessons.

• Work in collaboration with parents, the SENDCO and, where appropriate the learners themselves

• Setting high expectations for every learner and aim to teach them the full curriculum, whatever their prior attainment

• Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every learner achieving, and every learner with SEND will be able to study the full national curriculum

• Effectively deploying Support staff

• Being accountable for the progress and development of the learners in their class

• Be aware of the needs, outcomes sought, and support provided to any learners with SEND they are working with

• Keep the Head Teacher, SENDCO and the Senior Leadership Team up-to-date with any changes in behaviour, academic progress of any pupils and any causes of concern

<u>Arranging for partnership with parents.</u>

The SEND report is available for parents on the school web page. Parents are partners in their child's learning and are welcomed to class assemblies, masses, Inspire Workshops and to parent consultations. Parents are involved at every stage of the SEND profiling system. Parents of children who have an SEN concern or statement are invited into school termly to review target plans and to plan next steps of action collaboratively.

Graduated Approach to meeting the needs of pupils with SEND

At St Margaret Mary's school we follow a graduated approach to meeting the needs of our children. The approach follows the "Assess, Plan, Do, Review" model which reflect the level of provision required to meet those needs in a way that ensures children continue to make progress. The following sections describe our graduated approach in more detail:

Assess

We ensure that robust assessment systems are in place to identify potential educational needs early.

We use the Birmingham Language and Literacy, and Maths Toolkit to ensure that we have a continual baseline and progress measure for pupils in each year group.

If a teacher has a concern about their data or about a child's needs, they should raise their concern to the SENDCO. The following process should be followed at the point of identifying a potential educational need:

1. Member of staff raises the concern with the SENDCO
2. SENDCO asks for information about what the class teacher has assessed, tried, is pleased about and concerned about using person-centred tools (I.e. 4+1).
3. An action plan is agreed and after a period of monitoring and high quality teaching, if there is still a concern the parents of the child are invited into school to meet with the SENDCO.
4. The graduated approach is then followed to ensure that an ongoing cycle of assessment, planning, provision and review is completed throughout the child's educational journey.

The first stage in our graduated approach is the universal high quality teaching stage:

Ordinarily Available High- Quality Teaching

Class teachers use the Teaching & Learning Ideas from the Birmingham Toolkits at the universal level to try and find the best ways to support pupils at the earliest stage of our graduated approach. These may include:

- One- page profiles of the pupils are facilitated in class.

Monitoring of target plans and tracking progress and provision using the toolkits
- Interventions that are additional to and different from those provide as part of the schools usual differentiated curriculum and strategies.

If the child's lack of progress continues to cause concern, we will look toward the next step in the gradated approach, which is the more 'targeted' level.

Targeted Support

We would identify the need for targeted support if…

- The child makes little or no progress even when high quality teaching approaches have been tried
- The child shows continued signs of difficulty in developing literacy and numeracy skills which result in poor attainment in some curriculum area.
- A child presents persistent emotional or behavioural difficulties.
- A child has sensory or physical difficulties and continues to make little or no progress despite the provision of high quality resources.
- A child may have communication and or interaction difficulties that continue to impact their progress

At this point, a child will receive a target plan which will contain:

- Short term targets set for or by the child
- Teaching strategies to be used
- The provision to be used.
- When the plan is to be reviewed.
- Success and or exit criteria.
- Outcomes.

Specialist Support for SEND Support (No EHCP)

At the specialist level of the graduated approach, external support services, both those provided by the Local Authority and by outside agencies are relied upon to support pupils. Any outside input is then added onto the target plan if it is deemed necessary.

We may deem more specialist support to be needed if….

- The child continues to make little or no progress in specific areas over a long period of time.
- Continues working at NC levels substantially below that expected of a child of a similar age.

- Continues to have difficulty in developing maths and literacy skills.
- Have emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by specialist services.
- Has an ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Management plans are in place for some pupils with physical needs.

Support for children with an Education. Health and Care (EHC) Plan

Pupils with an EHC plan in school are monitored closely and the provision set out in their plan is met. Parents are invited termly to a review and an Annual Review is held with all stakeholders involved. More information about this can be found on Birmingham's Local Offer website – www.localofferbirmingham.gov.uk

Working with Agencies

The school work with the following outside agencies:

- The school has an allocated Educational Psychologist (EP). The EP visits to make individual assessments, meets with parents at termly reviews, meets with the class teachers and SENCO and discusses cases as and when they arise.
- The School has an advisory teacher for Cognition and Learning and Speech, Language and Communication from the Learning and Language Strategic Support Team. The advisor works on a rolling programme visiting the pupils on their referral list. The LL and SS will liaise with the Class teachers and SENCO and advise where appropriate.
- The school has an advisor from the Communication / Autism Team (CAT) who works with children that have social communication difficulties and Autism. They will advise staff about children who may need some help in this area.
- We work with Local Area SEND NHS Teams. We have an allocated Speech and Language Link Therapist and an Occupational Therapist who advise us on next steps for children.
- We have experts from the Physical Needs Support Service, Visual Support Team and Hearing Support Team who advise us on these areas when needed.
- We liaise with the Family Worker who works closely with families and supports their needs.

- We liaise with the School Nurse who carries out the usual routine checks/screening and liaise with them if involvement is necessary.

Policy to be reviewed July 2027