



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.'

SENCO: Mrs J Logue

SEN Governor: Mr G Boylan

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

SEND Policy

Information about the school's educational provision.

Each one of God's children is unique and special and in our school we aim to deliver an effective curriculum for all pupils.

At St Margaret Mary's school we recognise that a child has special educational needs if she has a learning difficulty or an ability which is significantly lower than the then of the majority of the children of the same age. Children are also deemed Special Needs if they are vulnerable suffer from low self esteem or experience significant life changes or events.

The aims of our Special Needs Policy are to ensure that:

- All children are given equal access to the curriculum so that each child's achievements are valued.
- We identify and access children with SEND as early as possible.
- All procedures for identify children with SEND are known by staff.
- There is involvement and communication with the parents at every stage.
- We provide differentiation with a balanced and broad curriculum to support children with SEND.
- 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.

Arrangement for co-ordinating provision for Children with SEND

The SENCO 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 non teaching 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.

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- To assist class teachers to draw up ITP; s in consultation with other staff members and parent where appropriate.
- Maintain close links with all parents of children with SEND.
- Coordinate annual reviews and termly reviews for pupils who Statements or SEN concerns.
- Liaise closely with the HT
- Use budgets effectively.
- Keep formal records in individual files arranged by year group.

Admission Arrangements

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. Ramps have been constructed for easy access onto the school site; our school has made and will continue to make reasonable adjustments to welcome children with SEND.

Facilities for children with SEND

TAs carry out interventions where necessary - EAL groups, reading and phonic groups, SEN intervention with SENCO, Sensory room has been established for withdrawal for CAT 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.

Identification and assessment arrangements and review procedures:

- Teachers may express a concern about a child at any point during the academic year. After a period of monitoring and quality first teaching, if there is still a concern the parents of the child are invited into school to meet with the SENCO.
- The Continuum for Language and Literacy and Maths has been facilitated in school since September 2014 and this forms the continual baseline and progress for pupils in each year group. During the Autumn Term a continuum baseline can be carried out at the beginning of each new academic year if teachers feel there is a concern with a pupil no currently on the SEN register.
- One page profiles of the pupils are facilitated in class .
- SENCO monitors ITP's monthly and tracks progress and provision.

School Concern (first stage of identification)

When a child is identified the class teacher should provide interventions that are additional to and different from those provide as part of the schools usual differentiated curriculum and strategies. The triggers for intervention could be:

- The child makes little or no progress even when teaching approaches a targeted area of weakness.

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- The child show 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 problems and continues to make little or no progress despite the provision of specialist resources.
- A child may have communication and or interaction difficulties.

Children will receive and ITP 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.

SEND Pupils (No EHCP) facilitating external support:

At school action plus 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 IEP if it is deemed necessary.

The triggers for yellow stream pupils could be:

- 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.

EHC/Statemented Pupils

Pupils with an EHC or Statement in school are monitored closely and individual learning plans are put in place for them weekly. Children have the necessary support as stated in the streams above. Parents are invited termly to a review and an Annual Review is held with all stakeholders involved.

Information about the school's staffing policies and partnership with bodies beyond the school.

- Regular INSET each year will be set aside for SEND training as well as a Staff Meeting.

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- Staff working with SEND pupils will liaise with outreach services where and when possible.

Use made of teachers and facilities from outside the school, including support services.

- The school EP is Laurence Campbell. He visits half termly to make individual assessment, meets with parents at termly reviews, meets with the class teachers and SENCO and discusses cases as and when they arise.
- The School PSS is Natalie Porter. She works on a rolling programme visiting the pupils on her register (See Provision Plan) . Her role is to liaise with the Class teachers and SENCO and advise where appropriate.
- Children for whom English is a second language are supported in class with resources i.e. topic word bank and receive extra help in an EAL session once a week.
- The CAT team Officer is Michelle Williams. She visits twice termly to monitor and advise staff about the children on the Autistic Spectrum.

Arranging for partnership with parents.

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 SEN profiling system. Parents of children who have an SEN concern or statement are invited into school termly to review ITPs and to plan next steps of action collaboratively.

Links with other schools/agencies.

We have forged very strong links with Wilson Stuart Special School, our feeder schools Edmund Campion and Cardinal Wiseman and in particular 'Sursum Corda' a group of schools collaborating to work together . We liaise with the School Nurse who carries out the usual routine checks/screening and liaise with her if involvement with a CAF is necessary.

Success Criteria

The system of ITPs with regular reviews ensures that progress is tracked and measured and success is noted and celebrated.

'Pupils with SEND can and do make significant progress in terms of their capabilities.

Although eh steps of progress may be small compared to those of other pupils, they

Often represent huge progress for individual children.'

Dearing Report.

Policy to be reviewed July 2022

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