

St Marie's Catholic Primary School

“Learning through faith, love and
respect”



Special Educational Needs and Disability Policy 2022-2023

Date Reviewed:	1/12/2022
Person Responsible:	Headteacher SENDCO

Signed:

Mrs Melanie Smith (Headteacher) Date:

* Signed: PP

Mrs D Price (SENDCO) Date: 2/12/22.

Signed:

F.E. Cheetham Mrs Frances Cheetham (Chair/Governor) Date:

Acting SENDCO ks1 N.B. Bunting
" " ks2 Jackson



St Marie's Catholic Primary School

Learning Through Faith, Love and Respect

Policy for Special Educational Needs and Disability

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE Feb 2013
- SEND Code of Practice 0 - 25 (September 2014)
- Children and Families Act (2014): Section 69
- Schools SEN Information Report Regulations (2014)

At St. Marie's our mission statement is, "Living as Jesus taught us and as part of God's family, we at St Marie's seek to develop each individual with faith, love and respect for each other". It is our belief that all children have an equal right to a full and rounded education, which enables them to achieve their full potential. We provide a broad, balanced and creative curriculum for all children. All children benefit from "Quality First Teaching": this means that teachers expect to assess, plan and teach children at the level, which allows them to make progress with their learning. The National Curriculum is the starting point for our planning in order to meet the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

We believe children and young people are entitled to an education, which enables them to:

- Achieve their full potential
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

What are Special Educational Needs?

A child or young person has a special educational need if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others at the same age. Special

- Developing a wide community involvement in special educational needs through multi-agency partnership and other local initiatives to the benefit of pupils.
- Ensuring that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

Roles and Responsibilities

Role of the Governing Body

The Governing Body The SEND Governor will support the Governors to fulfil their statutory obligations by ensuring:

- The school's general policy and approach to meet the needs of SEND pupils.
- The review procedures and monitor effectiveness of the school's SEND policy and provision.
- The SEN Information Report is reviewed annually, and details the effectiveness of provision in the last year, along with any significant changes to policy
- The SEN Information Report explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

Role of the Headteacher

The Headteacher manages the school's special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENDCO, the Special Needs Governor and staff to ensure the effective day-to-day operation of the school's Special Educational Needs policy. The Headteacher and the SENDCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

The Special Educational Needs Co-ordinator (SENDCO) is Mrs D Price and she can be contacted via the school office: 01257 422975 or via email on dprice@saintmaries.org.uk

The SENDCO is responsible for:

- Co-ordinating SEND provision for children
- Liaising with and advising teachers
- Maintaining the school's SEND register and overseeing the records of all pupils with special educational needs
- Liaising with parents of children with special educational needs

A Graduated Approach to SEN Support

St Marie's is committed to early identification in order to meet the needs of children with SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, end of key stage tests and standardised assessments. Teachers will then consult the SENDCO to consider what else might be done - the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focussing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress, then the teacher will consult the SENDCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEN Support. We seek 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 the attainment gap.
- Fails to make progress with wider development or social and emotional needs. Fails to make progress in self-help, social and personal skills.

The school will use the graduated approach as advised in the Code of Practice 0-25 Years - '**Assess, Plan, Do, Review**'. This process (outlined further below) is initiated, facilitated and overseen by the SENDCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENDCO will be responsible for liaising with those agencies. The SENDCO will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENDCO will update all records of provision and impact of that provision. The teacher will maintain the personalised plans and keep them updated.

ASSESS	The teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, the school will identify the child's current attainment, achievements
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any action taken to deal with their needs, including any resources or special arrangements in place. This information may include:

- The child's personalised plans
- Records of reviews with pupils and parents, and their outcomes
- Common Assessment Framework (if applicable)
- Medical information where relevant
- National Curriculum attainment, and wider learning profile
- Educational and other assessments, e.g. Educational Psychologist
- Views of the parent and the child
- Involvement of outside agencies

If the Local Authority (LA) agrees to an Integrated Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- Parents/ carers and/ or child
- The school
- An educational psychologist
- Health
- Social care
- Anyone else that parents/ carers request
- A specialist teacher for the visually impaired or hearing impaired,

If appropriate From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the Local Authority website at <https://www.wigan.gov.uk>

Criteria for exiting Special Educational Provision

A child may no longer require SEP, where they

- Make progress significantly quicker than that of their peers
- Close the attainment gap between them and their peers
- Make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- Make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers.

This would be determined at the review stage.

Supporting Pupils and Families

Wigan Local Authority's Local Offer can be found at [Wigan's Local Offer \(click here\)](#)

The school is committed to working closely with parents and a number of initiatives to develop closer working relationships have been developed in the last

transfer to secondary school the Year 6 teacher and SENDCO will meet with the SENDCO of the receiving school to discuss SEND records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

Medical Needs

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 may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school's policy on medical needs can be found on the school website at <https://www.saintmaries.co.uk/>

Monitoring and Evaluation of SEND

At St Marie's, we analyse the impact and outcomes of provision and resources made available to an individual child and wider groups of pupils. Assessment and other progress information are inputted from whole school systems already in place, to inform teachers and senior leaders on the progress of pupils. This is used to inform future decisions and can be used to inform discussions in person-centred review sessions with parents and pupils. It also helps us to determine the effectiveness of our provision for pupils with special educational needs and disabilities and ensure that provision of resources is equitable among pupils according to their needs.

As part of their evaluation of school effectiveness the SENCO, Headteacher and the Governors will monitor the effectiveness of the policy and procedures in meeting the needs of pupils with SEND. Success factors will include:

- Early as possible identification of pupils with SEND.
- School and parents working in partnership
- Interventions and provision are regularly reviewed and evaluated
- School works in close co-operation with other agencies.
- Education and Health Care Plans and IEP's are regularly reviewed Special Education Provisions (SEP) are monitored by the SENDCO and feedback is given.
- Teaching Assistants meetings with the SENDCO to discuss progress/provision/targets.
- Review of school improvement plan
- Annual tests/assessments
- Achievements in standardised assessments KS1 SATS, KS2 optional SATS for all pupils and identified SEND pupils in particular.

Training and Resources

its accessibility plans, which can be found on the website at: <https://www.saintmaries.co.uk/>

This therefore allows those with disabilities to be as fully included as other SEND students.

Complaints

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- Discuss the problem with the SENDCO.
- Should the problem be with the SENDCO, contact the Headteacher.
- Discuss the problem with the Headteacher.

The Headteacher may refer the matter to the Area Special Needs Officer, or seek other external advice in a confidential manner. Parents are informed about Information Advice and Support Services (formerly Parent Partnership) and how to make representations to the LA.

More serious on-going concerns should be presented in writing to the SEND Governor, who will inform the Chair of Governors, School Adviser, or the LA SEND Adviser as appropriate.

**Revised and adopted by the Governing Body:
Autumn Term 2023**

To be reviewed annually or in line with any change in legislation or DFE guidance