



## St. Mary's Catholic Academy

### Special Educational Needs and Disabilities Policy

***“To walk hand in hand with God, loving him, loving each other and ourselves, doing our best with the gifts he has given us to make the world a richer place.”***

This policy explains how St. Mary's, in line with the current legislative requirements stated in the *SEND Code of Practice 2014*, makes provision for children with special educational needs and disabilities (SEND).

#### Aims and Objectives

At St. Mary's we believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, religion, impairment, disability, status, attainment and background.

Our school mission is:

***“To walk hand in hand with God, loving him, loving each other and loving ourselves, doing our best with the gifts he gave us to make the world a richer place.”***

We aim to live out our mission with the children in our care by:

- Acknowledging that every teacher is a teacher of every child including those with SEND.
- Providing a learning environment which promotes the development of self-confidence, self-esteem and emotional well-being.
- Providing opportunities for the vocational and spiritual growth of each child.
- Promoting purposeful learning appropriate to each child's ability and stage of development.
- Planning and organising the curriculum so that, where appropriate, each child will be offered differential provision to meet their individual needs.
- Liaising with professional support services to gain advice and strategies in supporting individual needs.
- Encouraging parental and carer involvement in supporting children's progress.
- Keeping abreast of new information and initiatives to support individuals with specific needs.

#### Identification of SEND

At different times throughout their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Many children who have SEN may have a disability under the *Equality Act 2010* – that is

“...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.”

This definition includes children with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act, they will be covered by the SEND definition.

A child will be added to the school’s SEND register when they are receiving support ‘additional to and different from’ that of the differentiated class curriculum. If a child’s need/circumstances changes and it is not necessary to provide additional support anymore then they will be removed from the SEND register. A child can be added to and removed from the SEND register as and when they require support.

We recognise that individuals learn at different rates and there are many factors which affect a child’s overall achievement so it is important to note that a where a child is at risk of not learning – a vulnerable learner – we will intervene but this does not necessarily mean, however, that all vulnerable learners have SEND.

### **SEND – Graduated Approach**

A graduated approach to provision is followed in St. Mary’s in order to establish the most appropriate support and provision for a child’s specific need.

A concern may arise regarding a child from:

- Informal discussions between parents/carers and staff
- Discussions between staff within the school at Pupil Progress Meetings
- Health appointments/screenings
- Notifications from agencies outside of school
- Assessments carried out within school



**Concern Raised**



**Observing and Collecting Information**



**Consultation with Parents/Carers**



**Action Taken to Support Child’s Needs/Disability**



### **Stage 1 - Initial Information Collected**

When an initial concern is raised, the person/s identifying this will monitor the child’s progress and formally record observations of, and information about, the child’s development on an *Initial Information/Observation Form*.

### **Stage 2 – Parent/Carer Meeting**

The SEND co-ordinator will arrange a meeting with the child’s parent/carers to discuss initial concerns and ascertain their views and feelings regarding the information and observations collected. The SEND co-ordinator will inform parents/carers of possible ways forward in supporting their child and decisions will be made as to what provision or further steps need to be taken.

### **Stage 3 – Actions Taken**

Following the parent/carer meeting, actions will be implemented and the child's progress will be monitored and reviewed. If the child has shown an improvement, and support is no longer needed, then the child will continue to be monitored but no further action taken. If the child is continuing to have difficulties, provision will be reviewed and adapted, and additional action taken in order to support the child's special educational need or disability.

### **Stage 4 - Education, Health and Care Plan**

Where an individual's need/disability is unable to be reasonably met through normally resourced mainstream provision we may request, after discussion with the child's parent/carer, an *Education, Health and Care* (EHC) Plan. The local authority will conduct an assessment of the child's needs in consultation, where appropriate, with professionals from health, education and social care services. The plan is a legal document setting out the support that a child needs and it is created in consultation with the child and parent/carer.

### **Provision for Children with SEND**

Our classrooms at St. Mary's are inclusion-friendly and we aim to teach in a way that will assist all children. As part of regular classroom practice, teachers adapt curriculum content to meet the needs of all learners through differentiated activities and visual, tactile and concrete resources. The *Teachers' Standards* detail the expectations on all teachers and we are proud of the practice demonstrated by teaching staff at St. Mary's.

Each learner identified as having SEND is entitled to support that is additional to, or different from, the differentiated classroom curriculum. We seek to ascertain the child's strengths, difficulties and preferred learning style in order to determine the most appropriate type of support for that individual.

Provision for children with SEND varies depending on the child's specific needs.

Provision for children which is additional to/different from, quality first teaching may include:

- Specific assessments from external services (e.g. dyslexic assessment/cognitive assessment)
- Individual or group Interventions
- 1-1 support in key skills – reading, writing, mathematics
- Precision Teaching (daily practice of a specific aspect of learning)
- Access to a laptop or another alternative recording device
- Adaptations to the learning environment (where possible)
- Third teacher Resources (learning prompts/word cards)
- Nurture group sessions
- School counsellor sessions
- 1-1 support from specialist provision (e.g. deaf teacher)
- Learning mentor sessions
- Additional resources specific to need
- SALT (Speech and Language Therapy) Programme
- Forest School programme
- Transition support between classes/key stages/schools
- Personalised curriculum

There are four broad categories of SEND as stated in the Code of Practice. These are:

- **Communication and Interaction** (such as autistic spectrum and speech and language disorders)

- **Cognition and Learning** (such as dyslexia, dyspraxia, dyscalculia and moderate learning difficulties)
- **Social, Emotional and Mental Health** (such as ADHD, attachment disorders, emotional difficulties and mental health difficulties)
- **Physical and Sensory** (such as hearing or vision impairment)
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In order to identify the most appropriate support to meet the individual needs of a child, the SEND co-ordinator will work in partnership with external agencies (listed below) who offer advice, strategies and guidance on best practice for children's specific needs:

- Community Educational Psychologist Service (CEPS)
- Inclusive Education Services (IES)
- Speech and Language Therapists (SALT)
- School Nurse/Community Paediatrician/Child's registered General Practitioner (GP)
- Behaviour Support Team (BST)
- Education Welfare Officer (EWO)
- Portage
- Parent Partnership
- Safeguarding and Social Services
- Sensory and Physical Team
- Child and Adolescent Mental Health Service (CAMHS)
- Behaviour, Emotional or Mental Health Pathway (BEMHS)

Individual targets are set for each child and a system of 'assess, review, plan and do' is used to monitor their progress and adapt provision to support each child's specific needs.

Provision accessed by children with SEND is recorded and reviewed throughout their time at St. Mary's. Individual and group intervention records record targets and progress.

### **Effectiveness of SEND Provision**

Monitoring children's progress is an integral part of teaching and learning within St. Mary's School. A baseline assessment is carried out to determine areas for development so that progress can be measured at the end of a period of support or intervention. We use the 'assess, plan, do, and review' model and ensure, where appropriate, that children are involved in evaluating their own progress and setting new targets. Information regarding each child's provision and progress is discussed with the parent/carer at parent/carer evenings and SEND review meetings. Parents/carers have the opportunity, at the end of the year, to review their child's progress and the provision they have received with the SEND co-ordinator/SEND assistant co-ordinator.

The SEND co-ordinator monitors children's progress and talks to them about their educational experiences and the support they receive. The most recent conference showed that children with SEND:

- Felt happy at school.
- Felt physically and emotionally safe.
- Felt listened to by all adults in school including the Head Teacher and dinner staff.
- Enjoyed school and found the learning activities interesting, varied and fun.
- Were able to think of something they had made progress with and identified that this made them feel good about themselves and positive about their learning.
- Knew what to do if they wanted to change an aspect of school life, i.e. School/Rights Councils

- Knew what they needed to do to improve their work – where they couldn't remember their targets, they knew where they could find the information.

The SEND co-ordinator, teaching staff, senior leaders and governors review the attainment and progress of all children, and the impact of support and interventions on learners with SEND.

### **Social and Emotional Well-being**

Emotional well-being plays a key role in educational success. At St. Mary's one of our main aims is to facilitate a safe and happy environment where children and staff alike enjoy coming to school. Positive relationships are fundamental to the positive ethos of our school and children have regular sessions based on social and emotional aspects of learning. These sessions support children to develop productive relationships, persist when they find things difficult, and recognise and understand strong emotions.

Some children have additional social and emotional needs that need to be supported and nurtured. These needs can manifest themselves in a number of ways which sometimes includes behavioural issues, anxiety and difficulties communicating with others. Support for children struggling with social and emotional aspects of life may include:

- Time with the school nurturer
- A Playground Buddy
- A *Circle of Friends* Group
- Sessions with the school counsellor
- Forest School Programme
- School chaplain Support
- Learning mentor sessions
- A referral to CAMHS (Child and Adolescent Mental Health Service)

### **Medical Conditions**

Children with medical conditions are supported at St. Mary's to ensure they have full access to all aspects of 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*.

Key aims of the *Supporting Pupils at School with Medical Conditions 2014* state 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.
- Governing bodies must ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Governing bodies should ensure that school leaders consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are effectively supported.

When a child has a medical condition, a meeting is convened between the SEND co-ordinator and the child's parent/carer to discuss the needs of the individual. Information regarding the condition is gathered and recorded on a *Health Care Plan* including medication, triggers and symptoms and, where appropriate, emergency procedures.

Where relevant, a health professional may attend the meeting e.g. diabetic/epilepsy nurse for additional guidance. If a child has a condition where they need to be changed or supported to change then an *Intimate Care Plan* is written according to the need of the child.

*Health Care Plan* and *Intimate Care Plans* are reviewed once a year or beforehand if the individual's needs change.

Depending on the medical needs of a child, staff may be required to have additional training about a specific medical condition, or specific training in administering a particular type of medicine or dealing with emergencies.

### **Administering Medicines**

Where clinically possible, and in line with legislation on *Supporting Children with Medical Needs 2014*, medicines should be prescribed in dose frequencies which enable them to be taken outside school hours. Medicines are only administered at school when it would be detrimental to a child's health or school attendance not to do so. Medicines are only administered if they are prescribed by a GP, in the original container as dispensed by a pharmacist, in date and labelled with clear instructions for administration, dosage and storage.

The exception to this is insulin which will generally be available to schools inside an insulin pen or a pump, rather than in its original container.

Medicines will only be administered if a parent/carer has filled in a *Parent/Carer Agreement* form at the school office.

When a child has taken medicine at school, the day, time, dosage taken and person administering the medicine is recorded on a log. The child's parent/carer may check this, where relevant, on a weekly basis.

All medicines are stored safely. Children will be made aware of where their medicines are at all times and be able to access them immediately. Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline pens will always be readily available to children and not locked away.

When they are no longer required, medicines will be returned to the parent/carer to arrange for safe disposal. Sharps boxes, located in school, are used for the disposal of needles and other sharps.

### **Training and Professional Development in SEND**

Training for staff in SEND is ongoing and changes each year depending on the needs of the children in our care. Teachers and teaching assistants have had training on a number of aspects of SEND in order to enable them to support learners with SEND more effectively. These include:

- Dyslexia
- Dyscalculia
- Precision Teaching
- Diabetes
- Epilepsy
- Sickle Cell Disorders
- Positive Language and Positive Play
- Recognising and Dealing with Anxiety in Children
- Autism Spectrum Disorder
- Emotional Well-being

When a child joins St. Mary's with a need or disability that we are unfamiliar with, training is sought from professionals to support staff in better understanding and assisting the child. These professionals may

include health, therapeutic and educational support services. Where relevant, training is accessed on administering a particular type of medicine.

### **Involvement of Parents**

At St. Mary's we actively encourage and value the contribution that parents and carers make to their child's emotional well-being and educational progress. We aim to come to decisions in partnership with parents and carers in order to support each child to recognise their value and reach their full potential.

### **Involvement of Pupils**

When a child is identified as having difficulties with their learning, we speak to them about their views. This gives staff a better understanding of how a child perceives their needs and how they feel they could be supported. Children with SEND are given regular opportunities to talk about and review their learning and progress.

### **Transition Support**

We recognise that transition can be difficult for a child with SEND so we take steps to ensure that any transition is as smooth as possible.

#### **When moving to another school:**

- We will contact the school SEND co-ordinator and ensure they know about any special arrangements or support that need to be made for the child.
- We will make sure that all records on a child are transferred to the new school as soon as possible.

#### **When moving classes within school:**

- Information will be passed on to the new class teacher in advance of the child's transition.
- Where relevant an individual transition book will be made for the child.

#### **When moving from primary to secondary:**

- The SEND co-ordinator and Year 6 teacher will discuss the specific needs of each child with the SEND co-ordinator of their secondary school.
- Where possible, additional visits will be arranged for children with SEND to attend their new school and meet the staff.

### **Accessibility**

St. Mary's has wheelchair access and disabled toilet facilities. The school is on one level.

### **Complaints Procedure**

At St. Mary's, children, staff, parents and carers are expected to treat one another with respect. Where an issue arises, a parent or carer should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent/carer believes their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Deputy Head or Head Teacher, who will investigate the concern further.

Where an issue is not satisfactorily resolved, the parent/carer should take up the matter with the Chair of Governors.

A copy of the school's Complaints Procedure is available on the school website <http://www.stmaryshysongreen.com> or by request from the school office.

### **Nottingham City Local Offer**

The Children and Families Act was published in 2014. Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refers to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. Please refer to the link below for more information.

[www.nottinghamcity.gov.uk/localoffer](http://www.nottinghamcity.gov.uk/localoffer)

**Written by:** SEND Co-coordinators

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