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**SPECIAL EDUCATION NEEDS AND
DISABILITY POLICY**

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**Aiming high,
dreaming bigger,
praying together,
growing in God's love.**

Introduction

The Governing Body of Saint Mary's Catholic Primary School recognises its statutory duty outlined in the SEND and Disability Code of Practice 2014, (SEND code of practice 0-25 yrs. Copy of education DFE - 00205-2013) towards all children with Special Educational Needs aged 0-25. Our school statement of inclusivity stresses that all children are valued equally and will all have access to a broad and balanced curriculum with equal opportunities.

Definition

Childrens with special needs are those who have been identified as having greater difficulty in learning, or coping with school, than their peers. These difficulties may be because of:

- limited ability;
- emotional problems;
- behavioural problems;
- physical or medical problems;
- a specific learning disability in reading, writing, spelling or mathematics;
- autistic spectrum disorders;
- communication difficulties.

Aims

SEND can affect adequate educational progress, despite a differentiated curricular approach.

Our emphasis is on raising the achievement of **all** childrens and so the overall aims for the SEND children are those of the school. In short we aim to

- a) treat each child as an individual
- b) ensure each child develops and thrives on good self-image
- c) ensure each child is taught in a way appropriate to his/her learning ability.

Admissions and Inclusion

All childrens are treated fairly and equally (refer to admissions policy for full details).

Achieving Adequate Progress

Adequate progress can be defined in a number of ways and a variety of assessment tools and indicators are used to measure progress. These may include:

- National Curriculum and related testing procedures
- Literacy/Numeracy Targets
- Reading/Mathematics/Verbal Reasoning/Non-Verbal Reasoning Tests
- Writing/Spelling Assessments
- P. Scales
- Foundation Baseline Assessments and Profiling
- Specialist Assessment Tests
- Teacher Assessments
- Parental and Child Views
- Behaviour Questionnaires
- Individual targets

Working with Childrens

Children with SEND have the right to be involved in decision making.

The degree of participation will depend on the maturity of the child but they will be encouraged to give their views and play an active part in target setting and assessment of targets. They will also be helped to understand the need for the intervention.

Working in Partnership with Parents

We have an "Open Door Policy" for parents of any child at school and they are invited to make an appointment with staff whenever they feel the need.

Children who have Special Educational Needs Disability require a good home/school partnership and positive attitudes and encouragement from all adults involved in their care. We welcome and encourage the involvement of parents in developing and implementing a joint learning approach at home and school. We will tell parents when we are concerned and expect them to tell us when they have concerns. We will seek parental permission before referring the child to an outside agency and provide user friendly information and advice. We will keep the parents updated on the child's progress.

Monitoring Progress

The progress of SEND childrens will be closely monitored through:

- records of progress kept by the Class Teacher

- regular discussions between SENCo, Class Teacher and Teaching Assistants.
- termly review of individual targets.

Funding

SEND funding comes into the school budget through several different sources. The main source being predictable needs funding and Additional Educational Needs.

There is now a district Exceptional needs funding provision. This money can only be applied for if a child has exceptional needs. Panels meet termly. The SENCo has the responsibility to apply for this if necessary.

Appendix 1

Procedures

Monitoring By the Class Teacher and Early Years Foundation Stage staff

Concerns noted by the Class Teacher will be discussed with parents and the SENCo and a course of action will be decided upon. i.e strategies and interventions will be put into place.

The teacher may differentiate the curriculum or give extra support to the child. The child will be closely monitored. If, despite receiving differentiated learning opportunities, the child fails to make any or little progress then the child will be set new targets and outside agency support may be requested. The parents will be consulted and additional external advice will be sought. Advice given will be shared with the parents and incorporated into the child's individual targets.

Exceptional Needs

Occasionally a child may be deemed as having exceptional needs - each case is looked at individually and funding may then be applied for through the local cluster and District.

A CAF can be used to create a team around family (TAF) in order to support communication when more than one outside agency is involved.

Education Healthcare Plan

Where a child demonstrates significant needs, an application may be made to the LA for an EHCP. This is a very detailed assessment of the child's needs. If the LA consider there is a need for an Education Healthcare Plan they will arrange, monitor and annually review the provision required. At the annual review of the EHCP, all involved with the child's progress will be invited to attend and make their comments. In addition the SENCo and Class Teacher will monitor progress termly and oversee the allocation of resources.

Appendix 2

Roles and Responsibilities

There is a Special Educational Needs Governor, who liaises with the Special Educational Needs Co-ordinator and reports to the governors at their meetings.

The SENCo's role includes:

- keeping the Headteacher informed of the Special Needs developments in the school;
- implementing and monitoring the SEND policy;
- co-ordinating provision and allocating resources for children with SEND;
- liaising and advising fellow teachers;
- liaising with parents;
- liaising with other schools to ensure continuity of support and learning when transferring children with SEND;
- liaising with Teaching Assistants;
- overseeing the records of children with SEND
- applying for funding
- attending funding clusters
- recognising 'exceptional needs'
- liaising with external agencies;
- liaising with the SEND Governor at least $\frac{1}{2}$ termly;
- keeping up-to-date with the latest research and effective teaching approaches and updating staff.

The Class Teacher's role includes:

- initial identification of children with SEND;
- informing the SENCo of any concerns about a child, and updating on progress;
- informing the parents about concerns;
- if necessary, differentiating the curriculum for the child;
- working with the SENCo to write individual targets and set and monitor them for the child;
- directing the T.A.s to work effectively with the child;
- implementing specific advice from external agencies with the support of the SENCo.

This policy has been formally adopted by the Governing Body of St Mary's Catholic Primary School. It will be reviewed by the Governors and Headteacher in conjunction with the staff two years from the date below.

Signed..... (Chair of Governors)

Date.....

Glossary of acronyms

SEND - Special Educational Needs and Disability

C.O.P - Code of Practice 2014

SENCo - Special Educational Needs co-ordinator

LA - Local Authority

EHCP - Education healthcare plan

SATS - Standard Assessment

P.Scales - SEN assessment levels pre national curriculum

CAF - Common Assessment Framework

TAF - Team Around Family

TA's - Teaching Assistant