



# THE MARIST CATHOLIC PRIMARY SCHOOL

*With God as our Guide we will value each other and work together to achieve our best*

## Special Educational Needs and Disability (SEND) Policy

Policy compiled by:	Inclusion Leader
Responsible committee:	Learning and Welfare
Approved by Governing Body:	January 2017
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**This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

### Our Mission Statement

*The Marist School is a place of teaching and learning:*

- *Where we promote the Christian growth of children in a caring environment.*
- *Where everyone is valued not just for what they do or give, but for who they are; a traveller on the way to Christ.*
- *Where children are encouraged and stimulated to achieve their full potential spiritually, academically and socially; where talents and successes are shared and celebrated.*
- *Where all staff work and grow together as a team, giving of their best and supporting each other.*
- *Where all members of the community are made to feel welcome and encouraged to take an active part in the life of the school.*

### Preamble

The Marist is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. Many of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice together with the Equality Act 2010.

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.

- School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Educational Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCo.
- There are four broad categories of SEN:
  - o communication and interaction
  - o cognition and learning
  - o social, emotional and mental health
  - o physical and sensory.
 We have children in all these categories of SEND.
- We are working more closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEND provision for their child.
- As part of the graduated response there is a clear cycle that has to be followed of: Plan, Do, Review. This means that all children with SEN has targets set in collaboration with class teacher and parents, usually termly. Strategies are then implemented to support the children in meeting these targets and at the end of each term the children are assessed against whether they have met their targets and new ones are set accordingly.
- Targets set always need to be achievable and if a child has not met a target they need to be adapted appropriately and strategies need to be changed accordingly in order for them to progress.
- For children at the higher end of SEND support at least two rounds of plan, do, review need to be implemented before an EHCP can be applied for. These need to clearly show that despite a high level of intervention children are not making sufficient progress with the support they are receiving.
- All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.
- We have high expectations of all our children. Children on our SEND register make progress which compares well with the progress made by other children in school.
- We have three Waves of provision; Wave 1, first class quality teaching, which is provided for all children. Wave 2 includes small group interventions and is for those requiring a little extra support. Wave 3 provision is for those children requiring personalised learning in order to meet their needs, often including 1:1 support.

## Defining SEND

The 2014 Code of Practice says that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.

## Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard ;

- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Around 12% of our children are either at SENS (SEN support) or have statements/EHC Plans (Education, Health and Care Plans). This is below the national average but means that all teachers expect to have children with SEND in their classes.

Types of SEND which we currently have in school, during 2016-2017, include children with a diagnosis as well as those with learning profiles consistent with the diagnosis:

### **Communication and Interaction**

- autistic spectrum (ASD) and language disorders

### **Cognition and Learning**

- Dyslexia
- Developmental and Coordination Difficulties (DCD)
- Dyscalculia
- Moderate Learning Difficulties
- Global Developmental Delay

### **Social, Emotional and Mental Health**

- Attention Deficit Hyperactivity Disorder (ADHD)
- Attention Deficit Disorder (ADD)
- Oppositional Defiance Disorder (ODD)
- Attachment Disorders,
- Emotional Difficulties,
- Mental Health Difficulties

### **Physical and Sensory**

- Hearing Impaired,
- Vision Impaired
- Cerebral Palsy

### **Medical Needs**

- Diabetes
- Epilepsy

### **Identifying children at SENS (SEN Support)**

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at half-termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCo/Inclusion Leader and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given

their age and individual circumstances, they will seek to identify a cause. 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
- Parents may request that we look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching (Wave1 provision) or some parental support. Otherwise, the child is placed at SENS on our SEND register.

The SENCo will undertake a range of standardised tests with children and use these assessments to add to and inform teachers' own understanding and assessments of a child. Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP or speak to the SENCo if they think their child may have ASD or ADHD or some other disability.

### **Working with Parents and Children**

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed at the earliest opportunity either at parents' meetings (Autumn and Spring terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND.

Once a child has been identified as having SEND, the SENCo will invite the parents to a meeting to:

- formally let them know that their child is being placed at SENS
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents. Thereafter, parents (and where appropriate, the children) are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term.

### **Paperwork for children at SENS (SEN support)**

Once a child has been identified as needing SENS the following paperwork is completed:

- Annually, a communication passport is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and parent and acts as a guide to their class teacher. The information may be updated during the year.
- Termly, at progress meetings, an Individual Support Profile, (ISP) is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets. Half termly, in discussion with the SENCo, teachers will take smaller targets directly from the Individual Support Profile to work on with the child.
- Weekly, on intervention records, where relevant, staff leading the intervention will record a short comment about progress made towards each of the relevant targets.

### **Moving to an EHCP (Education, Health and Care Plan)**

If children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.
- All children on the Code of Practice will have a SEND support plan which is written in collaboration with parents, teachers and pupil (if appropriate). This helps to build up a picture of the child and their strengths and weaknesses.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean necessarily that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

### **Teaching and Learning**

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEND and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed and costed on a provision map. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher - who monitors progress towards the targets during the intervention - and by the SENCo who monitors overall progress after the intervention.

Interventions are planned in fixed period blocks. At the end of each block, children's progress towards their targets is assessed and recorded. A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENCo liaises with the class teachers and SEN staff to monitor interventions to identify 'what works'.

## **Adaptations to the curriculum teaching and Learning Environment**

The Marist is disability friendly. The school has a lift allowing access to first floor classrooms and the corridors are wide and we have an easy access toilet on each floor. Wherever possible, adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

## **Access to extra- and co-curricular activities**

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptations to meet the physical and learning needs of our children. Educational Visits are part of our curriculum and we aim for all children to benefit from them. **No child will be excluded from a visit because of SEN, disability or medical needs.** **Do you do risk assessments for some children?**

## **Staff Expertise**

All of our teachers are trained to work with children with SEND. **Some are very experienced, and others less so**, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to inhouse or LA courses, provision of books or guidance towards useful websites.

A number of our staff have specific training for specific needs and have expertise and training on specific interventions. All our staff work with children with SEND.

**Where we identify information we can't access without the aid of additional, more specialist help, the school is able to buy-in additional expertise from the local authority and elsewhere. This includes access to Educational Psychologists and Advisory Teachers.** **What does this actually mean?**

## **Children with social, emotional and mental health needs**

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete an Early Help Assessment with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to speak to the SENco or ask their GP for a referral to CAMHS.

If the child is felt to have long-term social, emotional or mental health needs, for example, with anger management, the school offers a range of social skills or therapeutic interventions. These are generally delivered by trained TAs who develop good, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-

tolerance approach to bullying, especially towards children with SEN and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

### **Transition Arrangements**

#### *Transition into and within school*

We understand how difficult it is for children and parents as they move into a new class or a new school and we will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

#### *Transition to Secondary School*

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

### **Governors**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governor with particular responsibility for SEND is Rhoda Breakell. She meets with the SENCo at least termly to discuss actions taken by the school.

### **Surrey's Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Surrey's Local Offer is available from the website:

<http://new.surreycc.gov.uk/schools-and-learning/special-educational-needs-and-disability-send/our-local-offer-support-and-advice-for-children-and-young-people-with-send>

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