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SPECIAL EDUCATIONAL NEEDS POLICY

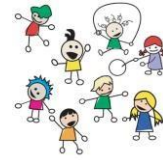
2022/2023



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At St Mary Magdalen's we believe that:

We must Inspire our children, and in order to do this we must:

- Promote Enjoyment.
- Strive for Happiness.
- Develop an environment where children are glad to come to school.
- Celebrate our successes.
- Always aim to have health and well-being.

By accepting God's word, Love will always be at the centre of our school, and we will show this by:

- Remembering our uniqueness.
- Believing in equality and accepting and respecting differences.
- Living by our Christian values.
- Forging partnerships.
- Being Forgiving.
- Accepting forgiveness.
- Showing patience.
- Being prayerful.
- Ensuring there is a safe environment both physically and emotionally for our children and staff to grow in.
- Having self-reflection; • Remembering our spirituality.
- Creating a love of learning.

When we Educate our children, we must:

- Ensure that all our children achieve their full potential.
- Remember the whole child.
- Have high expectations in all areas for all our children.
- Create a curriculum to stimulate all our children.

Policy Name: **Special Educational Needs Policy**

Subject coordinator: Mrs Helen V Bird

Date reviewed: November 2022

Date to be renewed: November 2023

POLICY FOR MEETING SPECIAL EDUCATIONAL NEEDS

Updated: November 2023

Name of SENCO: Mrs Helen V Bird



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SEN Governor: Mrs Megan Fairweather

Special Educational Provision at St Mary Magdalen's C of E Primary School. This policy was reviewed and updated in November 2023 in line with the new SEND code of practice.

Introduction:

St Mary Magdalen's C of E Primary School provides a welcoming, caring, Christian environment and by application of our professional judgement, observation, notation, skills, and positive attitudes, we enable children to feel happy, secure and thus have a sense of their own worth and respect the worth of others.

St Mary Magdalen's C of E Primary School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets 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 specific barriers to learning which means that they have Special Educational Needs and require action by the school. Teachers assess these requirements and make provision to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have Special Educational Needs throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Definition of Special Educational Needs

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. We will assess each child as required, and make the appropriate provision, based on their identified needs.

The 4 broad areas of need are:

- communication and interaction.
- cognition and learning.
- social, emotional, and mental health difficulties.
- sensory and/or physical needs.

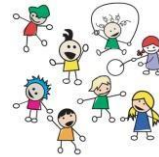


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The aims and objectives of this policy

The aims and objectives of this policy Our aim at St Mary Magdalen's C of E Primary School is to enable all children to reach their potential, intellectually, physically, socially, and emotionally. We are aware that to achieve this, some children will require special educational provision. The school is committed to meeting the needs of these pupils to ensure that they make progress. To achieve our aims and to ensure that children with SEND achieve their full potential and progress, we have set the following objectives.

1. To make reasonable adjustment to create an environment that meets the Special Educational Needs of each child.
2. To ensure that the Special Educational Needs of children are identified, assessed, and provided for.
3. To make clear the expectations of all partners in the process.
4. To identify the roles and responsibilities of staff in providing for children's Special Educational Needs.
5. To enable all children to have full access to all elements of the school curriculum.
6. To ensure that parents can play their part in supporting their child's education.
7. To ensure that our children have a voice in this process.

Roles

- Headteachers: Mrs K Hardman and Mrs H V Bird 01254 232329
- SEND Coordinator: Mrs H V Bird E-mail – helen.bird@st-marymagdalens.lancs.sch.uk 01254 232329
- Behaviour Lead: Mrs K Hardman and Mrs H V Bird
- Intervention Teacher: Mrs C Sneddon and Mrs S Bradshaw
- SEND Governor: Mrs Megan Fairweather
- Specialist SEND Teacher –Lancashire SEND Traded Team
- Play Therapist – Jo Whalley
- Speech and Language Therapist – Sue Lawrence.
- AGT Coordinator- Mr James Hardman

The Governing Body has responsibility to ensure that:

- Information is published on the school website about the school's policy for SEND including an annual SEND Information Report
- The school cooperates with the local authority (LA), contributes to the LA's Local Offer, and provides information on the school website about the LA's Local Offer. 3. The school appoints a qualified teacher as Special Educational Needs Coordinator (SENCO) and defines the role of the SENCO in relation to the leadership and management of the school.

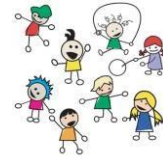


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- The school admits pupils with SEND and enables them to benefit from the full range of facilities and provision.
- Pupils with SEND are making good progress and are being well prepared for the transition to the next stage of learning.
- The school involves the parents in SEN support.
- The school allocates its financial resources for SEND in the best possible way to ensure pupils are making maximum progress
- Staff are provided with professional development which increases their understanding of, and their ability to meet special educational needs.

The Governing Body has a major role in school self –evaluation – with regard to SEND this should include:

- Involvement in developing and monitoring the SEND policy
- An understanding of the schools SEND provision
- Monitoring and evaluating the quality of SEND provision.
- Inclusion of SEND within the school development plan to ensure development of SEND provision.

The Governing Body will appoint a SEND Governor who is responsible for the link between the Governing Body and the school in terms of SEND. The SEND governor will meet with the school SENCO every term. The policy and annual information report will be reviewed at the autumn meeting. SEND updates on the quality and impact of SEND provision at the school will be regular items on the governing body agenda.

The role of the Headteacher:

The day-to-day management of all aspects of the school, including the provision made for pupils with SEND.

The role of the SENDCO:

- Co-ordinates the provision for and manages the responses to children's special needs
- Supports and advises colleagues
- Oversees the records of all children with Special Educational Needs
- Attends pupil progress meetings to discuss the progress of children on the SEND register
- May act as the link with parents, if needed
- Acts as the link with external agencies and other support agencies • Monitors and evaluates the special educational needs provision, and reports to the governing body

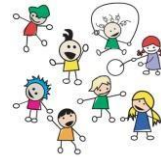


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- Manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs • Contributes to the professional development of all staff
- Works with pupils on strategies that will help pupils to access the curriculum more effectively in their classroom

The role of the Specialist SEN Teacher:

To assess pupils needs and provide specialist advice to class-teachers on high quality first teaching and appropriate intervention.

Educational Inclusion at St Mary Magdalen's C of E Primary School.

At St Mary Magdalen's C of E Primary School, we strive to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We achieve this through the removal of barriers to learning and participation. It is the right of every child to feel that they are a valued part of our school community. Through aspirational curricular provision, we respect the fact that children:

- Have different educational requirements.
- Require a variety of strategies for learning.
- Acquire, assimilate, and communicate information at different rates; • Need a range of different teaching approaches and first-hand experiences.

All children (including those with SEND) will be involved in the full life of the school.

This includes:

- Children will be set appropriate, differentiated homework
- All school clubs and outdoor visits are accessible to all children
- All children have access to swimming activities (additional support may be necessary) • Assemblies/plays/productions are fully inclusive
- School teams/ extra curricula sports events are inclusive

Admission Arrangements

Pupils with SEND will be admitted to St Mary Magdalen's C of E Primary School in line with the school's admissions policy. The school is aware of the statutory requirements of the SEND and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to identify children with Additional special educational needs. If the school has been made aware that a child may have a learning difficulty, the SENDCO, Headteacher and teachers will endeavour to collect all relevant information and plan effectively for differentiation.



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Identification of Special Educational Needs

At St Mary Magdalen's C of E Primary School, we use the definition of SEN and disability as set out in the SEND code of practice and Equality Act 2010 (Appendix 2).

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity. This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, considering information from any previous settings or agencies as appropriate
- Ongoing assessment, including termly tracking of all pupils to monitor rates of progress and attainment
- Concerns raised directly by parents or other agencies. As well as progress in core subject areas, progress in other areas will also be considered such as social and emotional development and communication skills.

In determining whether a pupil may have SEND, consideration will also be given to other factors which may be affecting achievement including.

- Attendance
- English as an additional language
- Family circumstances
- Economic disadvantage.

The school acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEND.

Before deciding that a pupil requires additional SEND support the SENDCO, and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress. This is called Quality First Teaching.

Here are some examples of this.

Quality First Teaching

- Processing time for responses to questions or contributions to group discussion



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- Extra time for activities (e.g., written work, practical activities)
- Using practical activities and experimental learning including work with concrete/visual materials to establish concepts and skills.
- Opportunities for learners to generalise and transfer their learning in different contexts.
- Opportunities for revision and over learning • Access to groups where pupils are working with peers of similar levels
- Access to grouping that enables pupils to work with peers who will provide good role models for language and communication skills and co-operative and independent application to task.
- Teaching methods include the use of visual aids, signalling and signing to support development of language in lessons.
- Clear classroom routines supported by visual cues.
- Multisensory teaching and learning
- Strategies to develop and extend listening and attention
- Flexibility in timetabling
- Access to simple, everyday assistive devices which aid access to curriculum (pencil grips, sloping writing surfaces, laptop,).

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching, we will offer Additional SEN Support.

SEND Support

When the gap in attainment is not being closed these pupils will be put on the school SEND register following consultation with parents. Focussed intervention is delivered for children who have been moved to the SEND Register. Pupils have an Individual Learning Support plan which outlines specific, measurable targets which can be revised and reviewed as often as required to ensure that intervention is specifically focusing on the child's needs at that time.

This group includes pupils who have a Statement of Special Educational Needs or an Education, Health, and Care Plan (EHP). Here are some examples of focused intervention at St Mary Magdalen's C of E Primary School:

Maths groups, English groups, Phonics Booster, Fast Track Phonics, focus groups, social skills group, Pastoral support, Precision Teaching, Paired Reading, Maths, IDL, 1:1 Tuition, Toe by Toe, Speech and Language Therapist, Specialist Teacher Pastoral support, Counselling, Play Therapy, Social Stories.



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All interventions delivered to children are reviewed by the Class Teachers and SENCO regularly. Individual Learning Support plans are a working document and contain observational notes to document the child's learning journey. They also consider planning for children's full participation in learning, physical and practical activities, and extracurricular activities.

Teaching approaches are determined by the individual needs of the children. These for example may include enhanced access to visual support materials. Children with Sensory impairments are given preferential seating within the classroom and environmental conditions including lighting and background noise are managed as appropriate. Pupils whose needs arise from being on the autistic spectrum can have a workstation within a quieter area of the classroom. Individual pupils may need input to help them to manage their emotions, to minimise stress or trauma, this enables them to take part fully in learning. Teaching assistants work alongside the Class Teacher and SENDCO in supporting SEND children. They may work 1:1 or with small groups of children to deliver work planned by the teacher and will be aware of SEND children's support plan targets. On occasion they might be required to further differentiate and reinforce class input to facilitate, and support SEND children's learning.

Pupil participation

We actively involve all pupils in the review of SEND Support Planning meetings with parents and the Annual Review of the Statement/EHCP. Pupils are supported as appropriate to complete a Pupil Advice Form which contributes to their Annual Review.

Class teachers and support staff actively seek the views of the child when setting short term targets and reviewing progress made. School Referral for Statutory Assessment In most cases, the procedure outlined will help a child through what may be a phase of difficulty in their school career.

In a small number of cases, however, more formal assessment of needs will be needed.

The Local Education Authority (LEA) requires written evidence or information about:

- The views of parents recorded during intervention.
- The views of the child
- Copies of support planning at intervention stages.
- Evidence of rate of progress, or lack of progress, over time
- Copies of advice from health and social service, if appropriate
- Evidence of the involvement and views of professionals with relevant specialist knowledge and expertise.



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The LEA then must decide whether the child's needs warrant an EHCP. Only a small number of children are likely to need an Education Health Care Plan. The Code of Practice gives guidelines for a range of special education needs and Lancashire County Council sets its own criteria against which children are considered for an EHCP.

If the LEA agrees to the provision of an EHCP, the process should take 20 weeks. If, however, the LEA refuses to agree to the school's request, parents should receive a written reply explaining the reasons for their decision. Parents also have the right of appeal to the SEND Tribunal. The EHCP of Special Educational Needs sets out precise needs, how they are to be met and the provision of resources e.g., Named Support Assistant (NSA), specialist teacher support, speech therapy. The EHCP must be reviewed annually. Consideration for the type of provision needed at secondary level will begin at the Year 5 Annual Review. Annual Reviews will be held in the autumn term for Year 6 pupils so that the necessary transitional arrangements can be made. This also gives parents time to visit high schools and to consider their options. Arrangements for a child's placement should be completed no later than the beginning of March before transfer. Secondary school staff are invited to final reviews. Reviews Time is needed for Support plan reviews and Target Support Plans to have an impact on a child's difficulties. Target Support Plans are reviewed over six times a year unless there is a need to review over a shorter period.

The effectiveness of Target Support Plans is measured through regular assessment checks. The views of parents are sought, and copies are sent home.

Able Gifted and Talented

The named coordinator for AGT children is Mr James Hardman. Children identified as AGT will be listed on our AGT register. Class teachers have a responsibility to ensure that those identified with AGT are challenged in all areas of learning. Planning proformas include a section for differentiation of the higher ability pupils where consideration of those identified as AGT should be shown.

'Pupils will be identified as gifted and/or talented and given the opportunity to experience a mixture of acceleration, enrichment, and extension activities within lessons. They will also be given opportunities to enhance the curriculum outside the classroom through the provision of clubs, competitions, and visits.'

New legislation (The Children and Families Act 2014) enacted on the 13th of March 2014 came into force from the 1st of September 2014. A new SEN Code of Practice also accompanies this

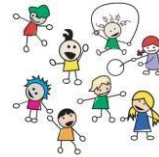


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legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health, and Care Plan Pathway. You can view further details describing this new pathway on Lancashire's SEND Local Offer website:

<http://new.lancashire.gov.uk/media/262186/EHC-pathway-booklet.pdf>

Allocation of resources

The SENDO is responsible for the management of the SEND provision within the school, including the provision for children with an EHCP. The Headteacher informs the Governing Body of how the funding allocated to support Special Educational Needs has been deployed.

Pupil Premium

Our school receives additional funding for some children. This money is targeted to ensure that those children identified receive support to enable them to achieve their best potential. SOME of these children may have SEND.

Health and Safety

Health and Safety procedures are outlined in the school's health and safety policy. Children with SEN may have additional health and safety, or medical needs and these children will have care plans which outline their needs and procedures needed.

Specialist SEN Provision and Facilities

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary. The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details.

1. The school would require external support to meet the needs of pupils with low incidence difficulties (visually impaired, hearing impaired and autism)



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2. There are specialist facilities for pupils with physical difficulties including – a ramp, toilet, and access to IT equipment.

Looked-after children

We work closely with organisations, professionals, and carers together to deliver high quality care, and nurturing relationships for looked-after children and young people. Our aims are to help these children and young people reach their full potential and enjoy the same opportunities in life as their peers.

Parent Partnership

At St Mary Magdalene's Primary School, we work closely with parents and listen to their views. Additional support and guidance can also be obtained from Parent Partnerships: SEND Service Information and Advice: information.lineteam@lancashire.gov.uk Transition

All pupils come for a visit at the end of the summer term before they start in reception. Where a pupil is known to have special needs before starting in Reception.

All children can spend time in their new classroom before moving from one-year group to the next. Transition for SEND pupils starts much earlier, allowing key staff to develop a clear understanding of the child's needs. Pupils in Year 5 and 6 can participate in liaison activities in the main feeder high schools. Pupils join in with all transition arrangements and an extended transition will be arranged as required for pupils with needs.

Transfer to another school

When a pupil changes or transfers to another school, the SENDCO will liaise with the school. High School staff are invited to final reviews. All relevant documents and files will be handed over in the strictest confidence. It is hoped that this will minimise disruption to the pupil's education and support.

Whenever possible we try to work in partnership with parents for the benefit of the. This means we have a responsibility to meet the needs of all our pupils. We believe that every child is entitled to a curriculum that "enables them to achieve the highest possible standards, develops the whole child by catering for their social, emotional, physical, intellectual and moral development and encourages purpose, self-discipline, independence and community responsibility in a caring, supportive, positive and secure learning environment." Whilst it is acknowledged that all children have individual needs, some children may be defined as having 'Special Needs.' These may be due



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to physical, behavioural, emotional, or learning difficulties, whilst others may have exceptional abilities. Some children may have needs which are not easily defined.

Data Protection:

All information about individual children is private and should only be shared with those staff who have a need to know. All safeguarding, medical and personal information about a child should be held in a safe and secure place, which cannot be accessed by individuals other than school staff.

Race Equality and Equal Opportunities Statement

The school is against discrimination in any form. We are committed to the principle that all children are made in God's image and should be given equality of opportunity to fulfil their potential whatever their gender, disability, cultural, ethnic, racial, or religious background.

Our race equality policy builds upon the Mission Statement, core values and ethos of the whole school community. We recognise our statutory duty to eliminate racial discrimination and promote race equality and good race relations in all that we do. This policy is an integral part of our school life. Through it the school will fulfil its commitment to race equality by:

- Valuing diversity and by actively promoting good inter-personal and community relationships.
- Promoting an atmosphere of mutual respect and trust among all members of the school community.
- Ensuring that all staff, pupils, and parents are treated with respect and dignity.
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) about reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

The SENCO works in close cooperation with all staff concerning children with whom there are additional needs,

Many discussions take place between all staff and decisions are jointly made

Through the senior management team, each class is allocated support from a teaching assistant. After a pupil has been assessed, a programme of work is drawn up. Programmes are regularly reviewed to ensure effectiveness and amended when necessary to reflect a child's individual needs.



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- SENCO discusses any devised programme with teachers and other staff involved in a child's education.
- Interventions are carefully monitored and adapted according to a child's needs.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents, and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion with staff, parents, and pupils and through progress meetings with parents, pupils, and staff.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. An additional, less formal, progress meeting will take place in October to ensure early identification of need. SEN provision and interventions are recorded on individual provision maps, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO/assessment coordinators at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents, and governors. This helps to identify whether provision is effective.

Assessing special educational needs is not an end in itself but a first step to understanding and providing for the child's needs and monitoring the child's progress. Particular use is made of teacher assessment as well as:

- Early Years Foundation Stage Profile information including baseline
- SATs scores
- Standardised tests in reading, comprehension, spelling, maths etc.
- PIVATS profiles
- Behavioural profiles

Pupils are assessed continually through informal and formal means such as observation, discussion, marking of work, regular testing, questioning and written work.

Parental Responsibility

For safeguarding reasons, we will only discuss the Special Educational Needs of a child with those parents and carers with parental responsibility or legal guardianship.



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Complaints procedure

If a parent or carer with parental responsibility or legal guardianship has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher or SENCO, who will be able to advise on formal procedures for complaint.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO attends relevant SEN courses and SEN cluster meetings ensuring relevant SEN focused external training opportunities are made available for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

Signed _____ [Name]

(Headteacher) Mrs Karen Hardman

Date _____

Signed _____ [Name]

(SENCo) Miss Emma Brown

Date _____



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Signed _____ [Name]

(SEN Governor) Mrs Megan Fairweather Date

This policy will be reviewed annually.