

## St Marie's School, A Catholic Voluntary Academy

### **SPECIAL EDUCATIONAL NEEDS and DISABILITIES and INCLUSION POLICY**

At St Marie's we value the abilities and achievements of all our pupils, and are committed to providing for each pupil, the best possible environment for learning. Inclusion is at the heart of the school. We believe that all children should have access and a common entitlement to a broad and balanced academic and social curriculum, and to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

We encourage all members of our school community to be aware of their own strengths and needs through professional reflection, and to understand how they can overcome difficulties, including being able to identify who can support them.

We recognise that many pupils at some point in their school life may experience difficulties which affect their learning and we recognise that these may be long or short term. We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his/her full potential. In implementing this policy, we believe pupils will be supported to overcome their difficulties.

The Head Teacher, John Fernandes, has overall legal responsibility for the school, leads the daily running of it, and has an overview of all aspects of SEND and Inclusion in school.



The SENCo, Maria Fernandes, takes the lead role in relation to SEND and Inclusion and is the Designated Teacher for Looked After Children, supported by the Learning Mentor, Kath Hanson, and members of the Senior Leadership Team.

#### **The Child Protection Liaison Officer is:**



The Designated Safeguarding Lead (DSL) is called:  
**John Fernandes (Headteacher)**  
Tel No: 0114 2301904



The Designated Safeguarding Deputy (DSD) is called:  
**Alison Fenton**  
Tel No: 0114 2301904



The Assistant Safeguarding Liaison Officer is: **Kath Hanson**  
Telephone Number: 0114 2301904



The Chair of the Governing Body is:  
**Kevin Smith**. He can be contacted via  
on email  
[chairofgovernors@stmarieslearning.co.uk](mailto:chairofgovernors@stmarieslearning.co.uk)



The SEND Governor is:  
**Maria Levesley.**



The SEND Administrator is  
**Jenny Jones** ny Jones.

## **POLICY OBJECTIVES**

- ❖ To reach high levels of achievement for all.
- ❖ To be an inclusive and emotionally nurturing school.
- ❖ To ensure the equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
- ❖ To closely monitor the progress of all pupils in order to identify needs as they arise and provide support as early as possible.
- ❖ To provide full access to the curriculum through differentiated planning and provision, by class teachers, SENCo and support staff, as appropriate.
- ❖ To provide specific input matched to individual needs, in addition to differentiated classroom provision, for those pupils with higher needs and ongoing SEND, such as those on the SEND register or with an Education Health and Care Plan (EHCP).
- ❖ To ensure that children with SEND are perceived positively by all members of the school community and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- ❖ To achieve a high level of staff expertise to meet the needs of all pupils with SEND.
- ❖ To work collaboratively with a range of outside professionals and agencies in order to strive for the maximum educational inclusion, achievement and development of all pupils with SEND.
- ❖ To involve parents/carers in plans to meet their child's additional needs.
- ❖ To involve the children themselves in target setting, as appropriate.
- ❖ To have regard to the following legislation and ensure the relevant guidance is implemented effectively across the school:
  - Special Educational Needs and Disability Regulations 2014
  - Special Educational Needs Code of Practice 2014
  - Statutory Guidance on Supporting Pupils with Medical Conditions 2014
  - Teacher Standards 2012

## **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

Children have special educational needs if they *have a learning difficulty or disability that calls for special educational provision to be made for them, that is provision different from or additional to that normally available to pupils of the same age.*

Slow progress and low attainment do not necessarily mean that a child has SEND and will not automatically lead to the pupil being recorded as having SEND. However, it may be an indicator of learning difficulties or disabilities. Equally, we recognise that it should not be assumed that attainment in line with, or exceeding, chronological age means that there is no learning difficulty or disability.

There are four broad areas of SEND. Some children may have needs which include all these areas, and sometimes children's needs can change over time.

- ❖ Communication and Interaction
- ❖ Cognition and Learning
- ❖ Social, Emotional and Mental Health Difficulties\*
- ❖ Sensory and/or Physical Needs

\*Behaviour itself is considered to be a surface feature of an underlying difficulty and is therefore no longer a category in itself.

## **Pupils with a statement of Special Educational Needs**

The admission of pupils with a Statement of Special Educational Needs or an Education, Health and Care Plan is dealt with by a completely separate procedure. Children with a Statement of Special Educational Needs or Education, Health and Care Plan that names the school must be admitted. Where this takes place before the allocation of places under these arrangements this will reduce the number of places available to other children.(footnote 1)

## **IDENTIFICATION AND SUPPORTING PUPILS' NEEDS**

We accept the principal that pupils' needs should be identified and met as early as possible and that the school will use its best endeavours to ensure that teachers in the school are able to identify and provide support for those pupils who have SEND. The SENCo is part of the Senior Leadership Team and works closely with the Head Teacher to use whole school tracking data as an early identification indicator of pupils needing additional support. Pupil Progress meetings are held termly with the Head Teacher, SENCo and class teachers to closely monitor progress and identify pupils' needs.

We use a number of indicators of SEND which include:

- ❖ The analysis of data including Insight data, Foundation Stage Profile, EYFS Development Matters, Language Screening, reading levels and pupil assessments;
- ❖ Concerns expressed by the class teacher;
- ❖ CPOM incidents
- ❖ Following up of parental concerns;
- ❖ Tracking individual pupils progress over time;
- ❖ Information from previous schools;
- ❖ Information from other services.
- ❖ P levels

## **CURRICULUM ACCESS AND PROVISION**

In order to meet the learning needs of all pupils, teachers differentiate provision. This may involve modifying learning objectives, teaching styles and access strategies, or by outcome. This provision will be recorded in the termly provision map for each class.

Where pupils are identified as having SEND, the school provides for these additional needs in a variety of ways. The provision is related specifically to their needs. Such provision may include:

- ❖ In class support for small groups with the class teacher or teaching assistant;
- ❖ Small group work with the class teacher or teaching assistant;
- ❖ Individual class support or more focused 1:1 work;
- ❖ Further differentiation of resources;
- ❖ Wave 2 interventions. These are specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

- ❖
- ❖ Wave 3 interventions. This is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions;
- ❖ Provision of alternative learning materials/specialist equipment;
- ❖ Provision of adult time for planning and preparation, e.g. devising interventions and monitoring their effectiveness, creating resources to support learning outcomes;
- ❖ Staff development/training to learn more effective strategies to enhance teaching and learning;
- ❖ Access to specialist teaching and support services, such as the Speech and Language Service, for more detailed assessments of individual needs and advice/training.
- ❖ Access to assessment and profiling of pupils' learning needs through individualised assessment work by the SENCo.
- ❖ For pupils with EHC plans, provision will meet the recommendations outlined within the plan objectives.
- ❖ For our higher needs learners, identified pupils are offered a more personalised curriculum to support teaching and learning activities in school.

### **PUPILS WITH EXTERNAL AGENCY INVOLVEMENT BUT NO SEND**

Some children may have external agency involvement such as the Speech and Language Therapy Service, or the Hearing Impaired Service, but have no identified SEN which requires additional support and provision in school. Such pupils will therefore not be placed on the SEND register and will not require an SEND review. However, a list of such pupils will be maintained by the SENCo, and any relevant information shared with staff. The pupils' progress will be monitored by the class teacher.

### **MONITORING PUPIL PROGRESS**

At the heart of every class in the school is a continuous cycle of planning, teaching and assessment which takes account of the wide range of abilities, aptitudes, abilities and interests of the children, through Quality First Teaching. This is a process which is closely monitored by the SENCo.

As progress is the crucial factor in determining the need for additional support, all pupils' progress is monitored closely by class teachers and the Senior Leadership Team using a variety of assessment tools, including PUMA, PIRA standardised tests and Insight assessment data. Adequate progress is that which:

- ❖ Narrows the attainment gap between pupils and peers;
- ❖ Prevents the attainment gap widening;
- ❖ Is equivalent to that of peers starting from the same attainment baseline but less than the majority of peers;
- ❖ Equals or improves upon the pupil's previous rate of progress;
- ❖ Ensures full curricular access;
- ❖ Shows an improvement in self-help and social or personal skills;
- ❖ Shows improvements in the pupil's behaviour.

Further intervention will be triggered when despite receiving a period of differentiated curriculum support and provision through Quality First Teaching and a sustained level of support, a pupil:

- ❖ Still makes little or no progress in specific areas of the curriculum over a long period;
- ❖ Continues to work at National Curriculum levels considerably lower than expected for a pupil at a similar age;

- ❖ Continues to experience difficulty in developing English and Numeracy skills;
- ❖ Has emotional/behavioural or social problems which regularly and significantly interfere with the child's or others' learning;
- ❖ Has sensory or physical needs which require additional specialist equipment or regular advice/visits from a specialist service;
- ❖ Has communication or interaction difficulties which interfere with the development of social relationships and act as a barrier to learning.

Monitoring of the progress of individual pupils at this level where specific interventions, targets, strategies and support are in place to support SEND will be through a graduated approach of SEND Support as outlined in the Code of Practice.

This advocates a graduated approach of Assess, Plan, Do, Review, to meeting pupils' needs. Earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs in consultation with teachers, parents and where appropriate, the SENCo. Every class teacher has a professional responsibility to ensure that the needs of each child have been identified and that the appropriate action to meet those needs is taken.

To ensure a high maintenance of support for SEND pupils, the following procedures are followed:

- ❖ The pupil will have information kept in an Inclusion file where all records of meetings, assessment and professional advice are kept.
- ❖ Interventions are reviewed termly by the SENCo, as part of the school's provision map.
- ❖ Class teachers are responsible for maintaining a class provision map which outlines the provision for identified groups or individuals in the class to support their learning. These are evaluated and updated termly by class teachers.
- ❖ One Page profiles and Pupil Passports will be written for identified pupils to support a personalised approach to learning support and to aid transition information between staff. These are updated as new information is known (at least once a year).

## **THE GRADUATED APPROACH**

### **ASSESS:**

- ❖ Class teachers will share with parents any concerns they have regarding the educational progress of a pupil (and vice versa).
- ❖ The SENCo will meet with the class teacher and parent to discuss concerns, and decide on any further assessment work to be undertaken, and by whom.
- ❖ The class teacher will complete an Initial Concerns Checklist, which will form a baseline of any assessment as part of the process of a child being placed on the SEND register.
- ❖ In agreement with parents, the pupil will be placed on the SEND register for 'SEN Support' (this replaces School Action and School Action Plus).

### **PLAN:**

- ❖ Following a period of closer assessment (by the class teacher, SENCo, or outside professional), a meeting will be held with parents, class teacher and initially the SENCo to formulate a plan of action to support the pupil, based on any new knowledge.
- ❖ Provision and strategies to support the child's SEN will be discussed at the meeting.

- ❖ From this, an action plan will be discussed, which may include access to specific interventions or resources, a One Page Profile or a Positive Handling Plan to outline key strategies, provision, action points and outcomes for the pupil.
- ❖ The class teacher is responsible for ensuring any provision in place for a child/children in his/her class is placed on the class Provision Map, which is updated termly.

- DO:**
- ❖ The additional provision outlined in the action plan from the above meeting will be carried out for an agreed time.
  - ❖ The class teacher remains responsible for the progress of the child on a daily basis and will liaise with any staff or outside agencies to closely monitor the progress of the pupil.
  - ❖ The SENCo supports staff in any further assessments, problem-solving and advising on the effective implementation of support and provision.

**REVIEW PROCEDURES:**

**SEND SUPPORT**

The timings and consultation of some reviews will depend on individual circumstances and need. However, in line with the Code of Practice, there will be three review meetings a year *following the general format below:*

- ❖ *Autumn Term: Review meeting with parents, class teacher, SENCo. (This will take the place of a parents' evening appointment).*
- ❖ *Spring Term: Review meeting with parents, class teacher, SENCo. (This will take the place of a parents' evening appointment).*
- ❖ *Summer Term: transition review meeting with class teacher, parent, SENCo (and where appropriate, the pupil) in June/July. The meeting will ensure all relevant information is passed on to the new teacher.*

The SENCo will be involved in any identified review meetings, where necessary.

Review meetings will focus on the following areas:

- ❖ the effectiveness of support/provision and its impact on pupil progress;
- ❖ future provision and support;
- ❖ contributions of parents;
- ❖ contribution of pupils, where appropriate;
- ❖ updated information and advice;
- ❖ future action and outcomes.

Parents of pupils in Year 6 on SEND Support will be given the opportunity to meet with the relevant secondary school SENCo in the summer term of Y6 to discuss any issues around future support and transition.

**EXITING THE SEND REGISTER**

Within the graduated approach, where there is evidence through review meetings that a pupil is making good progress and no longer requires provision which is different from or additional to other pupils the same age, the child will be taken off the SEND register in agreement with parents and the class teacher. This action will be documented in the review meeting notes. The SENCo will then amend the register with the date of the

agreed exit. Pupils will continue to be closely monitored through class pupil progress meetings (involving class teachers and the Senior Leadership Team).

### **CHILDREN WITH EDUCATION, HEALTH AND CARE PLANS**

Reviews are held three times a year, once a term with parents, class teacher, SENCo and any relevant outside professionals. One of these will be an Annual Review of the child's EHC Plan. Generally, reviews will take place in October/November and February/March and in the summer term (Annual Reviews dates will be determined by the date on the original EHC Plan or Statement).

The focus of the Annual Review is to determine the following:

- ❖ Is the EHC Plan still appropriate?
- ❖ Are the child's needs being adequately met?
- ❖ What progress has the child made towards the objectives?
- ❖ Have the circumstances changed?
- ❖ Is any additional or alternative provision required?

Copies of the report, minutes of the Annual Review meeting and any supporting documentation are sent to the Local Authority within 10 days of the meeting, in line with the Code of Practice, and circulated to all relevant parties. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHC Plan.

The Annual Review for a pupil approaching transition to secondary school should also aim to give clear recommendations as to the type of educational provision the child will require at the secondary stage. It is therefore recommended that parents visit any secondary schools they may be considering for their child on secondary transfer, to offer an informed choice of provision.

### **REQUEST FOR STATUTORY ASSESSMENT (for an EHC Plan)**

In agreement with the parents/carers, the school will request a Statutory Assessment of SEND from the Local Authority when, despite an individualised programme of sustained intervention within SEND Support, the pupil's progress remains a significant cause for concern. This assessment will determine whether it is necessary to create an Education Health Care Plan for the child. A statutory assessment for an EHC Plan may also be requested by a parent/carer or outside agency. The school however recognises that the request for a statutory assessment of SEND does not inevitably lead to an EHC Plan. This remains the decision of the Local Authority (LA). The school will provide detailed evidence to the LA in order for it to make an informed decision as to whether an EHC Plan assessment is necessary, within the relevant timescales outlined in the Code of Practice.

### **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

- ❖ The school recognises that pupils at school with medical conditions should be properly supported so they can 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, school will comply with its duties under the Equality Act 2010.



- ❖ Some children may also have SEND and may have an EHC Plan which brings together health, social care needs, as well as their special educational provision; in these cases the SEND Code of Practice (2014) is followed.
- ❖ Further information on supporting pupils with medical conditions can be found in the school's Administering Medicines Policy, First Aid Policy and Health & Safety Policy. Edwina Lever oversees all the medical provision for pupils including individual healthcare plans.

### **TRAINING, SPECIALIST PROVISION, FACILITIES AND ALLOCATION OF RESOURCES**

*We regularly liaise with a wide range of external professionals to address the pupils' special needs and we organise high quality staff training throughout the year as part of our CPD related to SEND.*

General training:

- ❖ The school recognises the importance of training class teachers and teaching assistants both within school, and through training provided by outside agencies. The SENCo is responsible for being aware of any SEND training available and facilitating access to this for relevant staff.
- ❖ The school is committed to maintaining a high level of Quality First Teaching throughout the school by delivering high quality INSET linked to national developments, for all staff.
- ❖ The SENCo regularly attends the Local Authority's network meetings in order to keep up to date with local and national updates in SEND and is active in the S10LP SENCo group, who meet every half term.

### **LINKS TO SUPPORT SERVICES**

A variety of professionals offer advice and liaise with the SENCo, teachers and teaching assistants. We record this using SIMS. These include:

- ❖ *Speech and Language Therapists*
- ❖ *Early Years Inclusion Team*
- ❖ *Autism Team*
- ❖ *Hope Attachment*
- ❖ *Hallam Caring Service*
- ❖ *Educational Psychologist*
- ❖ *Social Services*
- ❖ *MAST team*
- ❖ *Ryegate*
- ❖ *Occupational Therapists*
- ❖ *Hearing Impaired Team*

### **SUPPORTING PUPILS AND FAMILIES**

Further information regarding SEND provision can be found from the following:

- ❖ Local Authority local offer (on the Sheffield Council website).
- ❖ Admissions policy on the school website.
- ❖ Access arrangements for Y6 tests (including additional time, readers or scribes) will be submitted by the Y6 teacher and SENCo (March/April) and parents will be informed of any outcomes. The SENCo will undertake any additional tests prior to this submission as supporting evidence.
- ❖ The SEN Disability Information Advice Support Service (formerly Parent Partnership) can offer impartial advice and support. Contact number: (0114) 2736009.



- ❖ The Diocesan Special Needs Advisory Committee also has a number of trained volunteers who act as Parent Advocates. Please contact the Hallam Caring Service for further advice (0114) 2554790.
- ❖ Information for parents on school activities and general information is provided via the school prospectus, reports, weekly newsletters, parents' evenings, class news on the school website, 2simple and Twitter accounts.

Parents are also encouraged to discuss any concerns about their child with class teachers as soon as they arise. Further communication can then be determined between the class teacher and parent such as email, telephone conversation, communication book/record or face to face discussion.

#### **REVIEW OF SEND AND INCLUSION POLICY**

The school considers the SEND and Inclusion policy document to be important and, in conjunction with the Governing Body, will undertake a review of both policy and practice each year. The outcomes of this review may be used to inform the School Development Plan.

#### **LINK TO SHEFFIELD LOCAL OFFER**

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/localoffer.page?localofferchannel=0>

Date: May 2017

**Review Date: May 2018**

**SEN incidence (%) - St Maries RC, Sheffield, England (source: January School Census)**

	2014			2015			2016			2017		
	SEN support	Statement	Total SEN	SEN support	State/EHCP	Total SEN	SEN support	State/EHCP	Total SEN	SEN support	State/EHCP	Total SEN
St Marie's	23.3	1.2	24.5	11.9	1.1	13.1	11.7	1.1	12.8	6.6	1.0	7.6
Sheffield LA	20.2	1.1	21.4	17.0	1.1	18.1	15.6	1.0	16.5	15.3	0.9	16.2
England	15.1	1.4	16.5	12.6	1.4	14.0	11.6	1.3	12.9			

\* Sheffield LA and England figures are for primary schools. Note that %s do not always add up precisely, due to rounding.

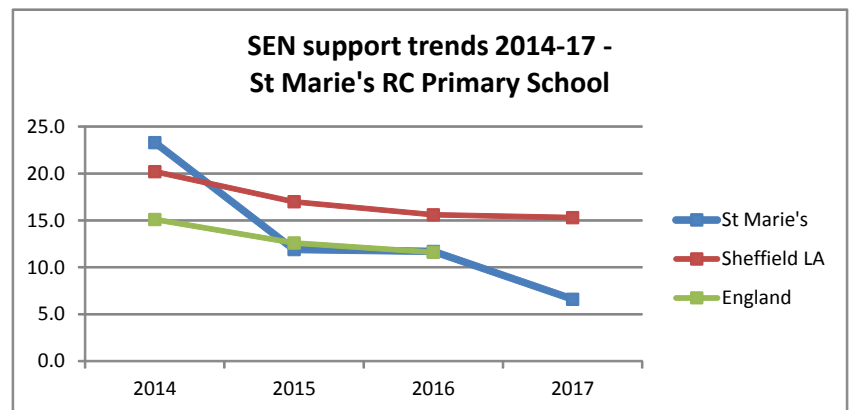
The DfE Statistical First Release data showing 2017 information will be available in July 2017.

**SEN support incidence (%)**

	2014	2015	2016	2017
St Marie's	23.3	11.9	11.7	6.6
Sheffield LA	20.2	17.0	15.6	15.3
England	15.1	12.6	11.6	

\* Sheffield LA and England figures are for primary schools. Note that %s do not always add up precisely, due to rounding.

The DfE Statistical First Release data showing 2017 information will be available in July 2017.



**Statementing / EHCP incidence (%)**

	2014	2015	2016	2017
St Marie's	1.2	1.1	1.1	1.0
Sheffield LA	1.1	1.1	1.0	0.9
England	1.4	1.4	1.3	

\* Sheffield LA and England figures are for primary schools. Note that %s do not always add up precisely, due to rounding.

The DfE Statistical First Release data showing 2017 information will be available in July 2017.

