



## Special Educational Needs and Disabilities Policy

September 2024

Together with Christ everyone achieves more

## Introduction

Our Mission statement is 'Together with Christ everyone Achieves More'; at St Mary and St Benedict this is lived out through promoting inclusive education, recognising that God made us all in his own image with different gifts and abilities, and through working together we will enable each child to achieve their God-given potential. We are guided by our Gospel values of vocation and service, respect, compassion, co-operation and stewardship; we place a significant emphasis on the celebration of individuality and difference within our communities and our calling to work for the Common Good, in the service of others. We work together and with our wider community, valuing the contribution of all and for the good of all.

## Aims

The policy reflects the SEN Code of Practice 2014 relating to the Children and Families Act 2014; the principles of the Code of Practice are based on improving outcomes for children with Special Educational Needs and Disabilities (SEND) ensuring high aspirations and expectations. All children are entitled to an education that enables them to achieve the best possible education and removes barriers to learning. This policy also informs the Special Educational Needs Information Report which can be accessed through the school website. The aim of the SEND Information Report is to show parents what the school provides for children with SEND.

## Objectives

All staff at St Mary and St Benedict School aim to provide an education that meets the needs of all children in achieving their potential. High quality teaching which is **adapted to meet individual needs** is available for all children. As a school we will ensure that we regard:

- the views, wishes and feelings of the child or young person, and their parents;
- the importance of the child or young person, and their parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions;
- the need to support the child or young person, and their parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood. We work with outside agencies when necessary to achieve this. (Code of Practice 2014 0-25 years)

## Identification and processes

Special educational needs and provision can be considered as falling under four broad areas, by identifying children with difficulties in:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

and assessing them so appropriate provision can be made.

Behavioural difficulties do not necessarily mean that a child or young person has SEN and should not automatically lead to a pupil being registered as having SEN.

Children who are working below age-related expectations are not automatically identified as having a special educational need and placed on the SEN register. Teachers' first priority is to deliver **quality first teaching** with continuous assessment to ensure the attainment gaps are

narrowed between children and their peers, including providing high quality provision to meet the needs of children and young people with SEND.

A graduated approach of a four part cycle with earlier decisions and actions which are revisited, refined and revised are: Assess, plan, do and review.

*Assess* - clear analysis of pupils needs as well as parents' concerns; if agreed with parents, outside agencies can be asked for advice

*Plan* - When decisions are made to provide SEN support, parents must be notified formally. ALL teachers and learning support assistants working with the child are made aware of needs and OUTCOMES sought, support provided and strategies and approaches.

*Do* - Class teachers are responsible for working with the child on a daily basis with support from a learning support assistant for example delivering an intervention; support and advice will be given from the Special Educational Needs co-ordinator.

*Review* - How effective has the support/intervention been? Involvement of parents and children - what has been the impact and to involve them both in planning the next stage.

This approach incorporates teachers, parents, children and, if needed, outside agencies (Educational Psychologist, Social Emotional Mental Health and Learning Team, Complex Communication Team, Speech and language therapist) at any time. When a child is receiving additional support (including outside agencies) to Quality First Teaching the term used is 'School Support'.

If a child through the graduated approach needs an Educational Health and Care plan (previously called 'statement') then a 'family conversation' will take place led by the SENCO/Inclusion leader and the necessary procedures will take place, [putting 'My Plans' in place to record the support and monitor its impact.](#)

## **Teaching and Learning Strategies**

Teachers are responsible and accountable for the progress and development of the children in their class, including when children need additional support. Teachers will plan and teach lessons of a high quality that encompass all children with different needs ensuring the necessary differentiation in questioning, activity or as well as outcome, providing resources such as visual aids e.g vocabulary/sound cards, writing frames, numeracy resources etc to enable the child to access the curriculum in order for them to achieve the best possible outcome. Learning support assistants support in class, and plan and deliver high quality interventions if appropriate with support from outside agencies to enable children to achieve the best possible outcomes.

## **Management and Organisation**

### **Roles and responsibilities**

The overall responsibility for the Special Educational Needs Policy being implemented lies with the Head Teacher and School Governors. The Governors employ the SENDCO to ensure the school upholds its duty of care to the children with Special Educational Needs and Disabilities in line with the Children and Families Act 2014 and the new code of practice 2014.

[The SENDCO at St Mary and St Benedict Catholic Primary School is Mrs Sarah Sharman.](#)

The SENDCO is responsible for:

- Ensuring teachers plan and teach quality first lessons for all children, ensuring access across the curriculum for all and advocating for pupils with SEND;
- Monitoring SEND provision across the school, and leading professional development to ensure excellent practice supporting pupils with SEN from all staff;
- Liaising with outside SEND agencies to prioritise caseloads and support, and ensure staff and parents know what support is being given and when;
- Leading SEND parent consultations in liaison with teachers, and helping parents including signposting them to support when necessary;
- Updating CPOMS and maintaining records and reports, including the SEN register on SIMS, and ensuring that records are passed on to the next teacher.

The Phase leader of learning is responsible for:

- Planning provision across their phase ensuring high expectations and the best possible outcomes for all captured on a termly provision map; deploying teachers and learning support assistants to meet the needs of the children including delivering interventions and ensuring they are taking place and having a positive impact.

Teachers are responsible for:

- Planning and delivering quality first teaching for all, planning interventions if necessary and overseeing the delivery and impact of them;
- Attending parent consultation meetings in liaison with the Special Educational Needs co-ordinator;
- Keeping parents up-to-date with children with SEND.

Learning Support Assistants are responsible for:

- Delivering quality interventions and keeping notes up-to-date and setting next steps for children in partnership with class teachers;
- Liaising with the parents, class teacher, Special Educational Needs co-ordinator and outside agency support to plan individualised support for a child.

## **Equal Opportunities**

The SEND Policy reflects the school's policy on equal opportunities in line with the Equality Act 2010. All pupils have an entitlement, irrespective of gender, ethnicity, class, language or disability. All children are offered the same opportunities and are supported whenever necessary to ensure access.

## **Assessment, Recording and Reporting**

Children with SEND will be assessed in line with the current assessment procedures, including teacher assessment. Reporting to parents will be through regular parent consultation meetings held as part of the plan, do, assess and review approach.

## **Review, Evaluation and Monitoring**

Inclusion is a standing item at weekly Phase, Middle and Senior Management meetings. Termly meetings are arranged between school and outside agencies to ensure the school are providing high quality for provision for children with SEND to enable them to achieve the best possible outcomes. Monitoring of provision for children with SEND through observations, planning and intervention trawls, data and pupil progress meetings to evaluate the impact of provision for children with SEND.

## **Parental Involvement**

At St Mary and St Benedict we recognise the importance of discussing the needs of the child with them as they know their child best. In each of the parent consultation meetings the graduated approach of the plan, do, assess and review process will enable parents to share their views, expectation and aspirations for their child. The SEN information report which is co-produced with parents will be reviewed with parents annually to ensure the school continues to set high expectations and aspirations for children with SEND to achieve the best possible outcomes. School will hold regular coffee mornings to support parents enabling them to seek support from school, [SENDIASS parental support](#) and each other.

## **Extra-Curricular Activities**

Children with SEND are encouraged to take part in clubs offered to all children that are offered daily and if necessary we will make the necessary changes to enable them to attend.

**Discussed at Governing Body Meeting on 12<sup>th</sup> September 2024**

**Date agreed:**

**Signed:**