St Mary's Catholic Primary School

Living and Learning Together – Shining in our Faith

Special Educational Needs Policy
Inclusion of pupils with Special Educational Needs

Head Teacher and SENCo
Contact details:
Mrs Joanne Preston, BEd NPQSL
SENCo is a member of the SLT

SEND Governor
Mrs Angela Molyneux

Compliance:

This policy complies with the statutory requirements laid out in the SEND Code of Practice (0 – 25) Sept 2014 and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013
The Children and Families Act 2014

The Special Educational Needs and Disability Code of Practice 0 – 25 (last updated April 2020)

Schools SEN Information Report Regulations (2014)
Statutory Guidance on supporting pupils at school with medical conditions April 2014

The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014

Safeguarding Policy

Accessibility Plan

Teacher Standards 2012

Children and Families Act 2014

Data Protection Act 2018

The General Data Protection Regulation 2018
Working together to Safeguard children 2018 (updated July 2022)

DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
DfE (2017) 'Supporting pupils at school with medical conditions'
DfE (2022) 'Keeping children safe in education'
DfE (2022) 'Working together to safeguard children'
DfE (2018) 'Mental health and wellbeing provision in schools'
DfE (2022) 'School admissions code'

The responsible person for the implementation of the policy is the Head teacher. The policy was created by the Senior Leadership Team (SLT), Special Educational Needs Co-ordinator (SENCo) and SEN Governor in consultation with school stakeholders including staff, Governors, Parents and families.
The policy will be reviewed annually in the Autumn Term by the Head teacher, SENCo, SLT and the Governing body.
Date: October 2026
Date to be reviewed: October 2027
Age of pupils within the school 3-11

Definition of SEN (Special Educational Needs)

The Special Educational Needs and Disability Code of Practice (0-25) 2014 states that:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
A child of compulsory school age has a learning difficulty or disability if he or she:
Has a significantly greater difficulty in learning than the majority of others of the same age; or
Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions."

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

St. Mary's Catholic Primary School
Inclusion of Pupils with Special Educational Needs

Section 1 Introduction

We at St. Mary's Primary School are committed to meeting the educational needs of all our pupils. In line with our mission statement we aim to *live and learn together, whilst shining in our faith*. The school is committed to valuing the individuality of all our children. We give all of our children every opportunity to achieve the highest of standards. We do this by respecting and taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background and that pupils have a common curriculum experience.

St. Mary's believes that every pupil has an entitlement to develop to their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all. In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities.

The policy should be read in conjunction with other school policies relating to interaction between adults and pupils:

- Equal Opportunities Policy
- Personal, Social, Health Education Policy
- Behaviour Policy
- Online safety Policy
- Anti-Bullying Policy
- Safeguarding policy
- EYFS policy

Identifying SEN

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all children. We make this a reality through the attention we pay to the different groups of children within our school. This policy applies to those pupils who:

- Have learning, physical, communication, sensory and/or medical needs
- Have or experience emotional and social needs
- Have or experience behavioural needs which can be an underlying response to a need.

Section 2 Aims

The school aims to:

- Help pupils develop their personalities, skills and abilities
- Provide appropriate teaching which makes learning challenging, enjoyable and successful
- Provide equality of educational opportunity
- Engender a culture of tolerance and mutual respect where all are valued.
- Raise the aspirations of and expectations for all pupils with SEND
- The school provides a focus on outcomes for children and not just support and provision.

Objectives

The school will:

- Identify and provide for pupils who have special educational needs and additional needs.

- Work within the guidance provided in the SEND Code of Practice, 2014.
- Operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- Provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Inclusion Policy.
- Provide support and advice for all staff working with special educational needs pupils.
- Ensure implementation of Government and Local Education Authority (LEA) inclusion recommendations.
- Ensure any discrimination or prejudice is eradicated.
- Identify barriers to learning and participation and provide appropriately to meet a diversity of needs.
- Ensure all pupils have access to an appropriately differentiated curriculum.
- Recognise, value and celebrate pupils' achievements, however small.
- Work in partnership with parents/carers in supporting their child's education.
- Guide and support all staff, governors and parents regarding inclusion issues.

Section 3 Identifying Special Educational Needs

The four broad areas are:

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

These four broad areas give an overview of the range of needs that are planned for within school. The purpose of identification is to work out what action the school needs to take.

At St. Mary's School we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person. We consider the following which are not necessarily SEN and may impact on progress and attainment:

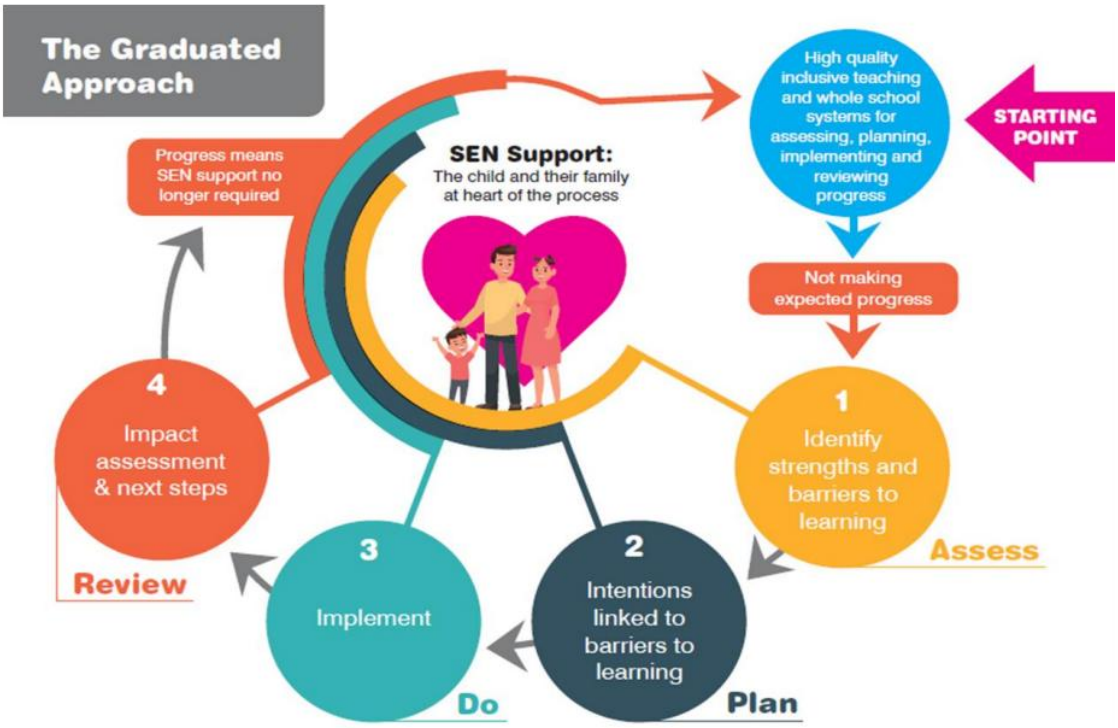
- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Defining Inclusion

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any pupils irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

In Lancashire the local offer brings together information that is helpful to children and young people with special educational needs and disabilities and their families.

Section 4 Developing a Graduated approach



The process by which St Mary's School identifies and provides for children with SEN is as follows:

- Individual Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Quality First Teaching is delivered in each class: this is monitored and assessed on a termly basis. The Quality First teaching which is adapted for individual pupils is the first step in responding to pupils who have or may have SEN. The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- The school regularly meets to discuss and evaluate assessment results and progress that individual children have made. The team in consultation with SENCo and SLT decide whether to make special educational provision for any individual child. This involves the teacher and SENCo considering all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

1. Additional intervention and support cannot compensate for a lack of good quality teaching. Additional intervention is planned and completed in class/ on one to one basis outside class. Progress is monitored and evaluated.
2. For higher levels of need, the school will draw on more specialised assessments from external agencies and professionals including the SENCo.
3. The school follows the steps in applying the ASSESS – PLAN - DO – REVIEW cycle.
4. If a child does not make adequate progress and they have completed / are completing all the interventions /adjustments, assessments, advice and good quality personalised teaching and learning, then a decision will be made as to whether the child should be placed on the SEN register.
5. Parents, families, children are fully involved throughout the whole process.
6. The school continues to follow the steps in applying the ASSESS – PLAN – DO – REVIEW cycle.
7. Within the Nursery the setting follows the 'graduated approach' to identify and support children with emerging difficulties. Within Nursery, information will be analysed from the Progress Check at age 2.

Section 5: Managing Pupil needs on the SEN Register

This covers the PROCESS not the provision which follows.
The school team meet on a regular basis to discuss the needs of all children.

If a child is highlighted as needing additional support, then they are recorded on the Additional Educational Needs (AEN) register.

The SENCo, SLT and class Teacher will discuss the provision that will be given; the support is recorded on the school provision map and also on an individual provision map.

The child receives the additional support and progress is monitored and evaluated. The teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.

If a higher level of need is highlighted, then the school will complete assessments in school or call on the assessments of outside agencies.

The school will complete the ASSESS - PLAN - DO - REVIEW cycle.

If a child is placed on the SEN register, then Super Targets are completed for the child every six / eight weeks. The Super Targets clearly state the targets to be achieved by the child within an agreed timescale. They also state how and who will support the child to achieve these targets and the support that parents/ carers can give. Copies of the Super Targets are filed in the child's SEN file and one copy is sent home for parents / carers to see.

Within Nursery the Super Targets take the form of learning interventions.

There is an opportunity (every time the Super Targets are sent home) for parents/ carers to attend an 'open hour' with the SENCo. This is an opportunity to discuss the child's targets, the provision and support.

The Super Targets are reviewed every six weeks, when a review meeting will take place with the child, parents/carers, teacher and teaching support staff. A copy of the review is placed on the child's SEN file. A copy is issued to parents/ carers. The review evaluations are discussed between SENCo, SLT and teachers, feeding into pupil progress meetings. The teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.

The SENCo keeps all the information on the SEN files up to date. The assessment coordinator keeps all the data on progress up to date.

The level of provision that is decided upon is based on the individual child's needs.

If our school identifies that we are unable to fully meet the needs of a pupil through our own provision arrangements (after evaluating the provision previously given and the data and progress made) then additional assessments and support from specialist agencies will be sourced.

The SENCo monitors the additional support and the coordination of work from specialist support. The child and parents/ carers are involved every step of the way and records of all communication, assessments and support are documented on the child's SEN file.

Educational Health Care plan (EHC Plan) review
If a child has an EHC plan the school will review the EHC plan annually (or as documented).

Working with Parents;
The knowledge, views and firsthand experience parents have regarding their children is valued for the contribution it makes to their child's education and development. Parents are seen as partners in the educational process. All parents are welcome to contact the SENCo if they have any concerns about inclusive educational provision. Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress. When a child is placed on the Special Needs Register this is discussed with the parents / carers and support strategies are identified.

Inclusive Provision
The school offers a continuum of provision to meet a diversity of pupils' needs. Although all pastoral classes are mixed ability, the school and individual teachers have the flexibility to set smaller ability groups, within their classes, for specific aspects of the curriculum. The Governors will ensure that the needs of pupils are met by employing a

SENCo. The Head Teacher and SENCo will use the child's EHC plan or assessments to identify the areas of pupil need and make appropriate provision. The governors will ensure that support staff are employed to support staff and pupils.
Additional in-class support is available in the majority of classes/subjects. This is provided by teaching assistants (TAs). This additional support is targeted at individual pupils and small groups of pupils.

Out of class provision is available to pupils with SEN who require specialist personalised learning programmes and children who require additional support, through interventions.

A range of extra-curricular activities are available after school. These include: Craft Club, Multi-skills, Running club, Tag Rugby, Cookery, Choir, Cross Country, Dance, Reading, Cricket, SATs study classes, Football

Each year there is a school residential trip for Year 5 and 6 children.

The school will ensure that all children, including those with special needs and disabilities will be offered the opportunity to attend these activities.

Promoting an Inclusive Curriculum

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- Setting suitable learning challenges.
- Responding to children's diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- By providing other curricular opportunities, outside the National Curriculum to meet the needs of individuals or groups of children.

When setting suitable learning challenges, we aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The National Curriculum sets out what most pupils should be taught at each key stage but our teaching reflects the knowledge, skills and understanding in ways that suit our pupils' abilities. This may mean choosing knowledge, skills, and understanding from earlier year groups/ key stages so that individual pupils can make progress and show what they can achieve.

A similarly flexible approach is used to take account of any gaps in pupils learning resulting from missed or interrupted schooling. For pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of adaptation is necessary. In these circumstances, teachers use the content of the programmes of study as a resource or to provide a context, in planning learning appropriate to the age and requirements of their pupils.

When planning, we set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups, pupils at risk of exclusion, looked after children and those from diverse linguistic backgrounds. This is based on a system of tracking pupil achievement in order to ensure that pupils do not underachieve or fail to reach their potential. We respect and value pupils that bring to school different experiences, interests and strengths which will influence the way in which they learn. Our teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.

To ensure that we meet the full range of pupils' needs, our teachers are aware of the requirements of the equal opportunities legislation that covers race, gender and disability. We take specific action to respond to pupils' diverse needs by:

- Creating effective learning environments using a range of resources that meet all needs.
- Securing their motivation and concentration.
- Providing equality of opportunity through teaching approaches.

- Using appropriate assessment approaches.
- Setting targets for learning

Our teachers take specific action to provide access to learning for pupils with Special Educational Needs by:

- Providing for pupils who need help with communication, language and literacy.
- Planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences.
- Planning for pupils' full participation in learning and in physical and practical activities.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Helping pupils to manage their behaviour, so that they can take part in learning effectively and safely.

Section 6: Criteria for exiting the SEN register/ record

If children are to exit the SEN Register:

- There is a discussion between the SENCo and SLT which follows a review and an evaluation of the progress the child has made also the needs of the child and their assessment results.
- A decision may be taken to withdraw the child from the SEN register.
- This is discussed fully with the parent/ family and child.
- The child is withdrawn from the SEN Register and may be placed on the AEN register so we can continue to monitor progress and support.

Section 7: Supporting pupils and families

The link to the Lancashire Local Offer can be found on the school website and in hard copy from the office.
The school SEN Information Report can be found on the school website and also the hard copy can be obtained from the main office.

We have links with other agencies to support the family and pupil; this includes the School Nurse, Educational Psychologist, Speech and Language, CAMHS, the Inclusion Team, Occupational Therapy, Physiotherapy, Elm Tree School, Best Start and Wish, West Lancs Family Hub, Lancashire Specialist Teaching services. Specialist teachers from these services may monitor the progress of children and work with staff in developing teaching strategies.

Admissions

The admission arrangements can be obtained from the main office.

Pupils with special educational needs will be admitted to St. Mary's Catholic Primary in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs at early year's provision. The school ensures that the Admission Policy complies with both Local Authority and Liverpool Archdiocese guidance.

SEN children are supported to be able to access tests and other assessments in school, the class teachers and SENCo are responsible for this in school:

- Transition – from class to class, across key stages and to another school – including Secondary School:
- Transition from class to class and across key stages are planned for carefully. Children complete a number of transition days in the Summer Term to enable children to meet their new teacher/ new class and enable them to ask and have questions answered.
- A transition plan is completed for Year 6 children moving to High School. The children complete a number of visits to their new school, complete lessons linked to transition and also meet their new Head of Year (an opportunity to ask / answer questions).

Links with Other Schools

The school understands that effective transition arrangements between schools are essential for children with special needs. Whenever possible the school will arrange transition meetings to identify the actions required before the child transfers to or from St. Mary's. If necessary, we will ensure that staff training is undertaken and if appropriate staff may visit the other school.

When Year 6 children, who have been identified as having special needs, transfer to local secondary schools we will ensure that the school receives all relevant documentation and that we share information as openly as possible.

Section 8: Supporting pupils with medical conditions.

The school has a policy relating to managing the medical conditions of pupils. A hard copy can be obtained from the office. This covers the school's arrangements to support pupils with medical conditions.

St Mary's School recognises that pupils at our school with medical conditions should be properly supported so that they 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 the school will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs (SEN) and may have an Education, Health Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is followed.

Section 9: Monitoring and evaluation of SEND

The school regularly and carefully monitors and evaluates the quality of provision that we offer all pupils

How do we do this?

- Regular audits of SEND provision, progress, evaluation of assessments and results
- Communication with parents, evaluations and feedback
- Sampling of parent views, pupils views, staff views
- Audits completed by the school governor
- Discussions with all stakeholders in school
- External audits
- Audit of Super Targets, assessment results and intervention evaluations
- Feedback from specialists and professionals.
- Evaluation and monitoring arrangements we promote an active process of continual review and improvement of provision for all pupils.

Section 10: Training and Resources

Pupil Premium

Here at St Mary's we are committed to ensuring that all children make progress in their learning and development. The school tracks the progress made by all children.

The Pupil Premium funding is used to directly target the progress of specific pupils. This is completed through strategic planning and continuous evaluation of the provision which includes:

- The purchase of resources to tackle specific learning needs.
- The professional development of key members of the teaching team
- Ensuring access to learning opportunities for all children and families

Arrangements are in place to support children with SEND including accessing sources of funding available.

Individual Staff training needs are identified and planned for. The training is linked to personal and professional development, children's needs and school needs. All staff are encouraged to undertake training and development in order to maintain and develop the quality of teaching and provision and to respond to the strengths and needs of all pupils.

All teachers, all support staff and all trainee teachers undertake an induction on taking up a post. This includes a SEND induction with the SENCo to explain all the systems and structures that are in place around the school's SEND provision and practice. This also gives an opportunity for the staff to discuss the needs of each individual child.

Section 11: Roles and Responsibilities

The Governing Body has identified a governor to have oversight of the special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At St. Mary's Catholic Primary this role is undertaken by the Special Educational Needs Governor who will meet regularly with the SENCo and Head teacher.

The Head is the school's "responsible person" and manages the school's special educational needs work. The Head will keep the governing body informed about the special educational needs provision made by the school.

The role of the SENCo is to:

- Work positively with all members of the school community to promote inclusion
- Induct new staff in the school's commitment to inclusion
- Monitor and assess inclusive provision by helping the school to establish indicators to judge its effectiveness in relation to inclusion
- Monitor the inclusion policy and report annually to the Governing Body on its effectiveness
- Report annually on the efficient and effective use of resources for pupils with Special educational needs
- Work with key staff to identify barriers to learning and provide staff with appropriate strategies
- Share inclusive expertise with, and support the professional development of, classroom teachers and teaching assistants
- Purchase appropriate resources
- Work with key staff such as the Assessment Co-ordinator, subject leaders etc. to monitor pupil progress
- Analyse with key staff the recording of incidents which may relate to bullying or discrimination of pupils on the grounds of SEN
- Liaise with parents
- Co-ordinate cross-phase/cross school transition
- Co-ordinate external specialist provision

The SENCo is responsible for keeping governors regularly informed about inclusive provision in the school.

All teaching and non-teaching staff will be involved in the formulation of the special educational needs policy. They are responsible for adapting the curriculum for pupils with special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCo.
The SEN Teaching Assistants are trained in a range of interventions including the Hickey multi sensory intervention. They deliver specialist teaching interventions to support children with specific needs. They record evaluations and feedback to the SENCo and class teacher.

Mrs McGrath, Senior Teacher is the designated teacher with specific safeguarding responsibility.

Mrs Preston the Head Teacher is the person responsible for managing PPG/LAC funding

Mrs Preston is responsible for managing the school's responsibility for meeting the medical needs of pupils.

Section 12: Storing and managing information

All documents are stored in a secure and confidential place.

Section 13: Reviewing the policy

The policy will be reviewed annually (within the Autumn Term).

Evaluating the Inclusion Policy:
The inclusion policy is reviewed annually by the SLT, SENCo and the Governing Body at the end of the Autumn term. Policy evaluation focuses on:

- Establishing how far the aims and objectives of the policy have been met
- How effective the inclusion provision has been in relation to the resources allocated.
  The attainment, achievements and progress of different groups of pupils, including reference to ASP
- Listening and responding to the views of pupils
  Comments from the annual parent questionnaire
- The school's own self- evaluation of the inclusion of pupils with SEN and behaviour difficulties
- Governor audit on Inclusion

In the light of these findings, our policy is revised and amended accordingly.

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Section 14: Accessibility

Statutory Responsibilities
The school has produced, in writing, accessibility plans for the school. These are reviewed and new targets set. The Accessibility Plan clearly highlights the targets and strategies to achieve these, the outcomes and the timeframe in which this should be achieved. The overall goals to achieve are clearly listed.

Our school environment is accessible to all through accessible parking spaces outside the school, wheelchair access and accessible toilet facilities. We have a range of specialised equipment and resources available to ensure that all children are able to fully access the curriculum. Within teaching and learning we have a range of screening assessments and tests available in school to help with the identification and assessment of children with special educational needs.

Section 15: Dealing with complaints

Should a parent or carer have a concern about the special educational needs provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCo and class teacher will meet with the parent to discuss their concerns.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head teacher. If the Head is unable to resolve the difficulty the parents concerns should be put in writing to the SEN Governor. The Chair of Governors will be involved after all other avenues to resolve the situation have been exhausted. The complaints procedure is clearly outlined in the school policy.

Section 16: Bullying

The school has an Anti Bullying Policy which details the statement of values, our aims and objectives regarding bullying. The school have set procedures to follow if bullying is considered and the school policy clearly lists the outcomes and prevention methods to help children to prevent bullying.

The school have a range of intervention strategies to support. These include; cooperative group work, circle time, buddy schemes, peer mentoring and active listening approaches.

The Anti Bullying Policy and practices are monitored through pupil questionnaires, regular monitoring and feedback.

Acronyms

SEN – Special Educational Needs
EAL – English as an Additional Language
AEN – Additional Educational Needs
DfE – Department for Education
SENCo – Special Educational Needs Coordinator
SLT – Senior Leadership Team
EHCP – Educational Health Care Plan
TA – Teaching Assistant
CAMHS – Child and Adolescent's Mental Health Services
LA- Local Authority
LSIP – Lancashire School Information Profile
ASP – Analyse School Performance

The link to the school's local offer is on the school website

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