

Introduction

We believe that every pupil has the right to an appropriate education that gives them the opportunity to achieve their personal potential. Each and every pupil is important and valued. All staff are committed to the need for fully inclusive teaching and each pupil is encouraged to take part in all areas of the curriculum.

Aims

As an inclusive school we believe that all children have the right to:

1. An education which enables them to become full, independent and active members of the community.
2. An education that is broad and balanced with the maximum possible access to the curriculum
3. Have their contributions and achievements recognised.
4. Be seen as individuals with differing interests, knowledge and skills.
5. An education where support if needed is seen as an entitlement rather than a special addition.
6. Careful monitoring and assessment of their individual needs in an appropriate context, ensuring that there are high expectations and appropriate targets.

The term Special Educational Needs & Disability (SEND) covers a wide range of needs:

1. Pupils with learning difficulties. These may be mild, moderate or severe and may be general or specific to one area of the curriculum.
2. Pupils with behavioural and emotional difficulties. These may also be mild, moderate or severe.
3. Pupils with physical or medical conditions, which may or may not affect their learning and access to the curriculum.

The school will ensure that:

1. Teachers are able to identify and provide for pupils with special educational needs.
2. All pupils will have access to an appropriately differentiated curriculum and receive their full entitlement to any support identified (as far as this can be controlled by the school)
3. All pupils are fully integrated into the activities of the school so far as is reasonably practical and compatible with the efficient education of pupils with whom they are educated.
4. Curriculum planning and assessment takes account of the type and extent of any difficulty experienced by any pupil.
5. Pupils are encouraged to take responsibility with us for their learning
6. Pupils' difficulties are identified as early as possible
7. Parents are informed and involved as partners in their children's learning
8. Effective partnerships are developed with outside agencies, where this is required
9. Roles and responsibilities of staff are identified.

Partnership with Parents/Carers

Partnership with parents plays a key role in enabling pupils with special educational needs to achieve their potential. Our school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents will be treated as partners and supported to play an active and valued role in their children's education.

SEND Pupils

A pupil has SEN if they have a learning difficulty which calls for special educational provision to be made for them.

Class teachers are responsible for the initial identification and assessment of SEN. They have responsibility for its provision within the classroom.

Working with other agencies

In some cases it is necessary for external agencies, such as a speech and language therapist, to advise the school and family in the best ways to support a child.

The SENDCo will be the link person and will ensure that reports and information are passed from other agencies to the teachers and support staff to enable them to plan for and work with the child. Other agencies are identified in our SEND Information Report.

Identification of SEN

Children are identified and assessed through:

- Teacher observations
- Through the collection of teacher assessments, moderated evidence and test results
- Statutory assessment information
- Information from parents
- Information from outside agencies that have contact with the pupil or family
- Information from reviews of Individual Education Plans and provision maps
- Monitoring of playground and lunch time behaviour through liaison with Middy assistants
- Monitoring of standards of work by subject co-ordinators.

Identifying SEND at St. Mary's



EHC Plans

In a very small number of cases, children may need more support than the school can offer and we may need to apply for additional funding. In this case the LA will need to carry out a statutory assessment of special educational needs and then consider whether or not to issue a EHC plan. An EHC plan is a thorough analysis of the child's needs accompanied by strategies to support the child's progress.

All staff and professionals working with the child will be involved in the gathering of information for statutory assessments. Details about the assessment process can be found in the SEN Code of Practice. EHC plans will be reviewed annually during Person Centered Reviews.

Roles and Responsibilities

Special Needs & Disability Coordinator (SENCO)

1. Overseeing the day to day operation of the SEND policy
2. Co-ordinating the provision for pupils' special educational needs
3. Liaising with and advising colleagues in planning an appropriate programme of intervention
4. Managing the special needs assistants and the teaching assistants
5. Organising support for children with special educational needs including staffing, resources and materials.
6. For statemented children organising and chairing Person Centred Reviews (and when necessary Interim Reviews) including sending out invitations, distributing reports, arranging for minutes to be taken and sent out and following up any action points.
7. Contributing to and overseeing the records of all pupils with special educational needs
8. Ensuring all special needs children have a relevant provision maps or IEPs
9. Liaising with parents
10. Liaising with external agencies, including the LA's support and educational psychology services and other support agencies including health and social services and voluntary bodies.
11. Monitoring and evaluating the provision and reporting to the governing body
12. Meeting regularly with the named SEN Governor
13. Identifying resources needs through the School Development Plan
14. Maintaining resources and a range of teaching materials to enable appropriate provision to be made
15. Contributing to the in-service training of staff

Class Teacher

1. Providing a differentiated curriculum
2. Planning to develop pupils' understanding through the use of all available senses and experiences
3. Planning for pupils' full participation in learning and in physical and practical activities
4. Helping pupils to manage their own behaviour and to take part in learning effectively and safely
5. Helping pupils to manage their emotions, particularly trauma or stress, and to take part in learning
6. Providing support as appropriate for pupils needing support in communication, language and literacy
7. Maintaining appropriately detailed records Informing parents at the earliest opportunity of concerns about their children and enlisting their active help and participation
8. Assessing and monitoring, with the SEN co-ordinator, the pupil's progress in line with existing school practices, detailed in the Assessment and Planning Policy
9. Tracking individual pupils progress regularly Updating and monitoring targets
10. Liaising with parents regularly about pupils with special educational needs.