



St Mary's Catholic First School

Special Educational Needs and Disability Policy



Bishop Wilkinson
Catholic Education Trust
Through Christ, in Partnership

Part of the Bishop Wilkinson Catholic Education Trust
Company Registration Number 07890590

Review Frequency:	Annually	Review Authority:	Local Governing Committee
Previous Approval Date:	November 2022		
Review and Approval Date:	3/11/2023		
Next Review Date:	3/11/2024		



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Head Teacher	Mrs S Oakes
SEND Governor	Mrs A Dunn
SENDCo	Mrs E Stansfield
Inclusion Support Manager	Mrs E Stoves
Team of Teaching Assistants	With training/specialisms in Autism, Dyslexia, Mental Health, ADHD, supporting hearing impaired and visually impaired pupils, First Aid, Language and Communication, diabetes.

Statement of Intent

Love, learn and live together.

St Mary's Catholic First School promotes high standards and all pupils, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

We offer a range of provisions to support children with communication and interaction, cognition and learning difficulties, social, emotional, mental health difficulties and sensory or physical needs. We have high expectations of all pupils and staff and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

Class teachers are responsible for the teaching, learning and progress of all pupils in their class, including those with SEND and who are supported by specialist staff. We recognise the need to work in partnership with parents and value the contribution parents make to their child's education. Pupils also contribute their views about the provision provided.

We recognise the individuality of each pupil and strive to help them to achieve their full potential. Every pupil is valued regardless of race, culture or religious beliefs and whatever their needs or



abilities. All pupils have the ability to learn and progress and we work to provide an environment where all pupils are valued, their potential nurtured and achievements celebrated.

Our expertise is in identifying pupil's needs quickly and working with pupils and families to provide early intervention and support. This is initially provided by school staff with training and experience. Further specialist advice is requested when necessary.

Definition of Special Educational Needs

Pupils have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Pupils have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;
- are of compulsory school age and fall within the definition above or would do so if special educational provision was not made for them;
- have educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.

Note: Pupils whose language or form of language of their home is different from the language in which they will be taught are not regarded as having a learning difficulty solely because of this. Other factors must be evident.

The school aims to be inclusive. The school has experience in dealing with pupils who have the following areas of need:

- **Communication and interaction**
This includes not only pupils with speech, language and communication needs but also those with Autistic Spectrum Disorder.
- **Cognition and learning**
This includes moderate learning difficulties and specific learning needs such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health issues**
This includes social and emotional difficulties and attention deficit hyperactivity disorder.
- **Sensory and/or physical needs**
This includes hearing or visual impairments and cerebral palsy.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many



realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition. (CODE 2014, p.16)

Our Objectives

It is the responsibility of the Governors and Staff of St Mary's Catholic First School to:

- ensure equality of provision for pupils with special educational needs (SEN) and disability;
- take into account legislation related to SEN and Disabilities, including Part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Keeping children safe in Education 2016', Supporting pupils at school with medical conditions 2014;
- provide access for all pupils to a broad and balanced curriculum;
- ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes;
- enable pupils with SEND to achieve their potential;
- ensure parents / carers are fully engaged in decision making;
- take into account the views, wishes and feelings of pupils;
- provide advice and support for all staff working with pupils with SEND;
- provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND;
- make reasonable adjustments within lessons and around the school site to ensure that pupils with SEND are not discriminated against;
- Consider what additional and/or different support and strategies pupils with SEND might benefit from to better access the curriculum provision available.

To achieve the aims and principles of the school, its staff, and supporting professionals from outside agencies, will endeavour to work alongside parents and pupils to:

- provide a system for the early identification and assessment of the pupil's special educational needs and to provide a graduated response to meet the needs of the pupil;
- provide individualised profiles/SEND support plans) as appropriate and ensure that all pupils identified



- as having SEND regularly have their progress reviewed;
- work in partnership with parents, actively encouraging their participation in assessing needs, making decisions and monitoring and reviewing provision;
- take into account the views of the pupil and actively involve them in the decision making process regarding their programmes of work, and in the assessment and review procedures;
- secure support from the appropriate external agencies when required so that a child's developing needs are identified and addressed as early as possible;
- provide a variety of teaching styles and promote effective learning;
- provide a positive learning environment through good planning and discipline;
- organise teaching groups in such a way as to maximise learning opportunities;
- provide resources that are adapted and differentiated to meet the needs of individual pupils;
- establish good links with other schools, including schools where children transfer in from, in order to identify and share good practice and expertise;
- promote an atmosphere in which the pupils with SEND feel valued and can cultivate a sense of self-worth and achievement;
- take into account SEND when identifying staff training needs.

At St Mary's Catholic First School we will ensure that:

- all teachers are familiar with relevant parts of the [SEND Code of Practice](#)
- there is a clear, agreed understanding of what constitutes a child with SEND;
- there are clear systems for identifying and assessing pupils with SEND and these systems are maintained;
- the Sendco works closely with colleagues when identifying needs, making or amending provision for SEND pupils and monitoring their progress;
- outside support services and agencies are used when needed;
- records from previous schools are used and further information sought if needed;
- a register or list of pupils with SEND is maintained;
- a graduated approach to assessment and provision is adopted;
- all teachers know which pupils have been identified, what their needs are and how these can be best met;
- profiles are drawn up for pupils in consultation with those involved with the pupil, and with the pupil and parents themselves as appropriate;
- pupils identified as requiring SEND Support (SEND K) are given specific, measurable, achievable, realistic and time related targets (SMART);



- all teachers use best endeavours to meet the needs of the identified pupils in the classroom and as part of extracurricular activities;
- records are kept of provision made and targets set;
- the progress of all pupils with SEND is monitored and provision regularly reviewed and amended as necessary;
- pupils recognise and accept each other's strengths and weaknesses and support one another to reach their goals;
- parents and carers are involved in the identification, monitoring and reviewing process.

Admissions

The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEND. See School Admission policy.

<https://www.hexhamstmarys.uk/our-school/admissions/>

Parents/Carers and Young People

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of a child with special educational needs will be encouraged to play an active and valued role in their child's education. Parents and carers will be regularly updated on their child's progress within school, and information on their child's SEND progress. Parents and carers can request a meeting with the SENDCo via telephone, email or making an appointment at reception.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. To help them make the most of their education they will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Identification, Assessment, Planning, Provision and Review Arrangements

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Local Governing Body, the school's Head Teacher (HT), SENDCo, Inclusion Support Manager and Teaching Assistant Team and all other members of staff have important responsibilities.

All teachers are teachers of pupils with special educational needs and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils' (Teachers' Standards 2012).

Teaching pupils with special educational needs and disabilities is a whole-school responsibility, requiring a whole-



school response. This encompasses not only those pupils who have an EHCP or who are in receipt of SEN Support, but any pupil who has a specific diagnosis requiring the school to make reasonable adjustments so that they can fully access the curriculum content.

Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and progress within these arrangements. However, for pupils with special educational needs, there might be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

Our classroom teachers are responsible for SEND provision within the classroom and for providing quality first teaching. This is the first and most important step in providing an appropriately differentiated, inclusive curriculum and ensuring each child is recognised as an individual. Individual pupils with SEND may be supported through teaching and learning strategies that are additional and/or different to those of their peers and intervention strategies are adapted at a pupil level. Class teachers retain responsibility for the progress of individuals and are at the centre of planning SEND provision, with the SENDCo and any specialist staff involved with the child or young person supporting as required with targeted interventions to address any identified issues.

Waves of Support

Pupils with SEND at St Mary's Catholic School are supported by a 4 wave system which is summarised below:

1. **Quality First Teaching:** All staff are responsible for ensuring Wave 1 provision is delivered in line with the teaching standard to every child. Where an additional need has been identified, reasonable adjustments are put in place where appropriate.
2. **Short Term Intervention:** When a pupil is not making expected progress, despite reasonable adjustments, short term specific intervention may be allocated following baseline assessments. This will in turn generate support recommendations with targeted monitoring which will be reviewed on a termly basis and monitored by the SENDCo.
3. **SEN Support (K):** In consultation with the SENDCo and parents, identified pupils will be placed formally on the SEND register and undertake a process of Assess, Plan, Do & Review in response to identified barriers to learning. This is formally referred to as the Graduated Approach and further details can be found below. The class teacher and SENDCo will monitor the outcomes and progress made. Any agreed 'Wave 3' provision will also be detailed on a specific SEN Support Plan which will be reviewed in line with the SEND monitoring cycle. The pupil may at this stage be referred to an outside agency.
4. **EHCP (E):** If appropriate intervention and support has taken place (including support from outside agencies) but there are still concerns about a pupil's progress and/or attainment, the SENDCo will consult with the curriculum/pastoral staff and parents to discuss the need to start the application



process for an Education, Health and Care plan (EHCP). Evidence will be gathered, and an application made.

Early Identification



Initial information is gathered from Nurse, from transition meetings, on a transfer day and on the 6 weekly visits which pupils have prior to starting Reception.

Within the first term at St Mary's Catholic First School, Reception and Year 1 will be assessed using the RWInc phonics program and all Year 2, 3 and 4 pupils are screened for reading ability. All pupils with a reading age below their chronological age will be offered and encouraged, with parental permission, to attend intervention programmes run by either a teaching assistant or a teacher. Pupils who display anomalies between reading, spelling and cognitive ability will also be investigated irrespective of whether they are behind their chronological age.

Assessment is a continuing process that can identify pupils who may have special educational needs. The school will measure children's progress by referring to:

- Baseline reading-assessments;
- Evidence from teacher and teaching assistant observation and assessment;
- Their performance against peers who have similar prior attainment;
- Their progress against target grades;
- Standardised screening or assessment tools.

Graduated Response

The school adopts a graduated approach of Assess, Plan, Do and Review as outlined in the Code of Practice (2014). This requires the initial use of classroom and school resources, before bringing in specialist expertise to investigate the difficulties that a pupil is experiencing. When a young person is identified as having known special educational needs, that are not effectively addressed through the provisions of Wave 1 or 2, the school will intervene as described below at Wave 3 - SEN Support (K).

Such interventions are a means of helping schools and parents match special educational provision to individual pupil needs. We will record the steps taken to meet the needs of individual children. If a pupil is known to have special educational needs when they arrive at the school, the SENDCo and learning support staff will:



- Inform all staff (teaching and non-teaching where appropriate) who will be working with or come into contact with the pupil of their strengths and weaknesses and strategies to help support them;
- Use information from the previous school to provide relevant information for staff and focus attention on action to support the pupil within the class;
- Ensure that ongoing observation and assessment provides feedback about a pupil's achievements to inform future planning of their learning;
- Ensure opportunities for the pupil to show what they know, understand and can do through the pastoral programme;
- Involve the pupil in planning and agreeing targets to meet their needs;
- Involve parents in developing a joint learning approach at home and in school.

SEN Support (K) - Wave 3

When a pupil is identified as having special educational needs that cannot be addressed through Quality First Teaching and Reasonable Adjustments, the school will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. This provision is designated as Wave 3 - SEN Support.

The triggers for intervention through SEN Support could be concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas;
- Presents persistent emotional and/or behavioural difficulties, which are not improved by the behaviour management techniques usually employed in the school;
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

If the school concludes, after consulting parents, that a pupil may need further support to help them progress, they will consider their reasons for concern alongside any information about the pupil already available to the school and implement a SEN Support Plan. The school SENDCo will support and initiate further assessment of the pupil, assisting in coordinating future support for the pupil in discussion with colleagues and monitoring the action taken. The pupil's class/intervention teachers will remain responsible for working with the pupil and for planning and delivering individualised strategies within their curriculum/area.

In some cases, outside professionals from health or social services may already be involved with the child. The new SEN Support Plan brings these services together allowing for intervention/strategies to be shared, inclusive and



tailored specifically to the pupil's needs. If these professionals have not been working with the school, the SENDCo, with the parent's permission, will contact them for professional guidance to further assist and inform the provision being delivered in school.

Nature of Intervention

The SENDCo, and the pupil's teachers should decide on the action needed to help the pupil to progress in light of their earlier assessment. This might be:

- To provide different learning materials or special equipment,
- To introduce some group or individual support,
- To devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness,
- To undertake staff development and training aimed at introducing more effective strategies,
- Access to LA support services for one-off occasional advice on strategies or equipment or for staff training,
- To provide effective intervention without the need for regular or ongoing input from external agencies.

Types of Support Offered

- In-class support
- Reading/spelling/maths/social skills intervention sessions
- Small group work
- Daily 1 to 1 reading programmes
- Specific learning difficulties intervention (individual and group)
- Friendship group
- Lunchtime clubs
- Homework club
- Teaching assistant availability before school to help with difficulties and organisational skills

Pupil Profiles

Suggested strategies employed to enable the pupil to progress are recorded on a Pupil Profile. These will include information about:

- The nature of the pupils' strengths and difficulties, including reading and spelling ages where



appropriate,

- Reasonable Adjustments agreed by the school and parents,
- The short-term targets/outcomes set in discussion with the pupil, parents and staff,
- Suggestions for teaching strategies to be used,
- The provision to be put in place
- When the plan is to be reviewed.

The Profile will only record that which is additional to or different from the differentiated curriculum provision typically available through QFT and will focus on three or four individual targets to match the pupil's needs. The Profile will be reviewed after each term and updated as appropriate.

In some cases, it may be necessary to involve external services such as special needs advisory teachers, educational psychologists etc. A request for help from external services is likely to follow a decision taken by the SENDCo and colleagues, in consultation with parents, at a review of the child's Profile. The external support services will usually see the child, so that they can advise subject and pastoral staff on targets and accompanying strategies, providing more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials and in some cases provide support for particular activities.

The triggers for involving outside agencies could be that, despite receiving an individualised programme and/or concentrated support, the pupil:

- Continues to make little or no progress in specific areas over a long period;
- Continues working at levels substantially below that expected of pupils of a similar prior attainment;
- Continues to have difficulty in developing literacy and mathematics skills;
- Has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme;
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff, by a specialist service;
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Before the school seeks the help of external support services, the consent of the pupil's parents will be sought. The services will need to see the pupil's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the pupil directly. The resulting Profile for the pupil will set out new strategies for supporting the pupil's progress and be implemented, at least in part, in the classroom setting. Delivery of the strategies and differentiation will remain the responsibility of subject teachers.



Data Tracking/Monitoring Pupil Progress

The SEND Register will be updated regularly, according to pupil needs, however it will be subject to a formal termly review by the SENDCo in collaboration with the Head Teacher.

Class teachers and the SENDCo all carefully monitor progress.

The SENDCo will monitor attainment, effort and behaviour for all pupils on the SEND register and discussions will take place at departmental meetings with an action plan developed where appropriate. Teachers may conclude that the strategies they are currently using with a pupil with additional needs are not resulting in the pupil learning as effectively as possible. In these circumstances, they will consult the SENDCo to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed.

In terms of reading, spelling, handwriting, language and social skills, this is monitored throughout each programme and more formally towards the end of each block of intervention by staff, using standardised tests where possible. Progress will be made known to pupils, parents and teachers.

When a pupil makes progress to what is considered a functional level, reading age and spelling age of their chronological age the intervention will cease and parents will be informed. The pupil will continue to be monitored and re-tested during the next round of testing to ensure progress has been maintained. If the pupil has consolidated their learning and continues to make progress they will transition to a lower level of support. If the pupil has regressed they will be offered a further course of intervention.

Evaluation of the strategies in place may lead to the conclusion that the pupil still requires help over and above that which is normally available within the particular class or subject. Consideration should then be given to continuing at School Intervention or exploring involvement of external agencies, such as:

- Special Educational Needs Improvement Team, High Incidence (HINT)
- Educational Psychologist
- Children's and Young People's Service (CYPS)
- Speech Therapy
- School Health
- Primary Mental Health
- Education Mental Health Team

The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the pupil and the pupil's peers;
- Prevents the attainment gap growing wider;
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- Matches or betters the pupil's previous rate of progress;



- Ensures access to the full curriculum;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates improvements in the pupil's behaviour;

Types of Assessment

Assessment will be undertaken in a range of different ways for different aspects of need and different subjects. However, all assessments will embrace the principles as outlined in the school policy and, therefore, assessment will be evident in every lesson/session/intervention.

This may include:

- Oral Feedback
- Self-Assessment
- Peer-Assessment
- Group/Whole Class Assessment
- Written Marking of Work
- Teacher/Pupil Questioning
- Questionnaire
- Assessment of Exemplar Work of different age-related expectations
- Standardised Tests

School/Parental Request for Statutory Assessment, EHCP - Wave 4

For some pupils the help given by schools through SEN Support may not be sufficient to enable the pupil to make adequate progress and address barriers to access. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LEA to initiate a COSA (Consideration for a Statutory Assessment) for an Education Health Care Plan - internally designated Wave 4. Where a request for a statutory assessment is made to an LEA, the pupil will have demonstrated significant cause for concern and the school will provide written evidence to the LEA detailing:

- The school's action through School Intervention
- Pupil profiles and targets for the pupil
- Attendance
- Records of regular reviews and their outcomes
- The pupil's health including the pupil's medical history where relevant
- Attainment levels
- Educational and other assessments, for example from an advisory specialist support teacher



- Views of the parents and of the pupil
- Involvement of other professionals
- Any involvement by the social services or education welfare service

When the LEA receives a request for a COSA, it must decide within six weeks whether to carry out such an assessment.

Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the LEA, working cooperatively with parents, the child's school, health and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LEA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. The evidence is presented to the SEND Panel. Where the evidence presented to the LEA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LEA will consider the case for a statutory assessment of the child's special educational needs. The LEA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's special educational provision through an Education Health Care Plan.

An Education Health Care Plan will include:

- Type and name of the school
- The pupil's name, address and date of birth
- Details of all of the pupils special needs
- Long term outcomes for the pupil, for the end of the next Key Stage
- Short term targets in the form of an Action Plan
- How they are to be achieved
- Identify the special educational provision necessary to meet the pupil's special educational needs
- Identify where the provision is to be made
- Identify health provision
- Include other relevant non-educational needs of the child
- Include information on non-educational provision
- Include parent views
- Include pupil views

All children with an EHCP will have short-term targets established after consultation with parents, professionals, teachers and the pupil which will be identified as required to reach the long-term outcomes. These targets will



inform the Pupil Profile and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the Profile will continue to be the responsibility of the class teacher. Specialist provision from the SENDCo may be necessary to work towards aspects that cannot be fully addressed through a differentiated curriculum.

Annual Review of an EHCP/Statement

All EHCPs/statements will be reviewed at least annually with the parents, the pupil, the LEA, outside agencies and the school. Consideration must be given to any amendments needed to the description of the pupil's needs, the special educational provision or whether the plan needs to be maintained. The annual review should focus on what the pupil wants to achieve and how the plan is going to support them to get there, including any obstacles/barriers they need to overcome.

Annual Reviews held in Year 3 are particularly significant as they incorporate an explicit focus on transition to Middle School. At this review the SENDCo from appropriate Middle School will be invited to initiate dialogue with the pupil and parents.

Disability and Inclusion

Disability and Inclusion legislation, the Disability Discrimination Act, Every Child Matters, Include Every Child etc continue to make an impact and the school will do its best to meet requests for reasonable adjustments given the age and construction of the school and the curriculum etc.

English as an Additional Language (EAL)

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

Pupil Premium

Pupils identified as pupil premium pupils are identified as part of the normal monitoring cycle. Some will receive additional support from the Head of Pastoral and Inclusion Support Manager.

Looked After Children (LAC)

The special educational needs of Looked After Children will be identified as part of the normal monitoring cycle. A PEP will be drawn up by the designated person, SENDCo/Inclusion Support Manager and LEA representative, which will include appropriate educational targets.



Medical Conditions

St Mary's Catholic First School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan.

Access to Facilities and Provision

The school building is one storey and wheelchair accessible by the main entrance. The main hall and dining area is accessible via the hall doors at school. A disabled toilet is available as well as onsite disabled parking.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, word banks.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Two rooms, additional to classrooms, are available for interventions and therapy.

Please see accessibility policy for more details. <https://www.hexhamstmarys.uk/wp-content/uploads/sites/2/2021/06/SMFS-ACCESSIBILITY-PLAN-21-22.pdf>

Allocation of Resources

The Head Teacher and SENDCo are responsible for the strategic management of the budget for SEND provision. The school will use a range of additional funding including the notional SEND budget, Top up funding and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEND.

Access to the Curriculum

The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all pupils. In planning and teaching, teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. For the majority of the week, pupils with SEND are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximise learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs. Pupils with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.



Transition Arrangements

We have carefully planned and structured transition programmes between school and nursery. Liaison and visits to nursery where pupils with SEND are transferring to St Mary's occur in the summer term or sooner if there is a specific need. Transition visits take place on a Friday morning in the summer term for 6 weeks. This enables the children to become familiar with the reception classroom and reception staff. It is our general practice for pupils with SEND to have additional visits and transition work prior to the designated transfer day in July. Meetings between the SENDCO, Inclusion Support Manager and class teacher ensure a smooth transition from Nursery to First School. Relevant data and assessments are shared between the school and nursery.

As part of transition, we will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Pupils will have the opportunity for extra visits to our feeder middle school within small groups in order to feel confident with the next stage.

Children will also be invited to take part in an enrichment afternoon at St Joseph's accompanied by their current teacher. Children will also have a transfer day in July and also new parent information evening.

Development

The SENDCO, with support from the Head teacher ensures the wider staff body are informed of local and national developments in relation to SEND and Inclusion. Training needs are identified, internal CPD is available and, where appropriate, outside agencies are used to deliver the training. Newly qualified teachers and trainees are offered support and in school training by the SENDCO and Head teacher.

Staff

All members of staff at St Mary's Catholic First School are responsible for the education of all pupils including those with SEND. The following staff have particular responsibilities towards your child / as does your child.

The Role of the SEND Governor

- To make sure the school has an up-to-date SEND policy
- To make sure the school has appropriate provision and has made necessary adaptations to meet the needs of all pupils in the school
- To make sure the necessary support is made for any pupil who attends the school and has SEND

The Role of the Head Teacher (HT)

- The strategic oversight of all aspects of the school, including support for pupils with SEND



- Making sure that your child's needs are met but they would delegate this responsibility to the SENDCo, Inclusion Support Manager, Head of Pastoral and class teachers
- To monitor the quality of curriculum for SEND pupils and assist departments in implementing strategic planning and develop effective strategies, which support class teachers to develop an appropriate curriculum which ensures the quality of education for vulnerable pupil group
- To assist with the formulation, communication and monitoring of the School Improvement Plan, in relation to Inclusion and SEND
- To make sure the school wide tracking systems and monitoring procedures, in relation to SEND, are accessible and accurate
- To ensure SEND monitoring and calendar events and associated pupil assessment and interventions are evaluated in respect of curriculum and pastoral impact
- To identify and disseminate Best and effective practice, across classes, within Teaching and Learning that supports the progress of SEND pupils
- Monitoring weekly behaviour and attendance data

The Role of the Special Educational Needs and Disabilities Coordinator (SENDCo)

The SEND Coordinator (SENDCo), in collaboration with the Head Teacher and Local Governing Body, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of pupils with SEND. The key responsibilities of the SENDCo may include:

- Lead and develop the school's SEND provision
- Liaising with and advising fellow teachers
- Managing the Teaching Assistants maximising individual strengths
- To liaise with the HT and SEND governor keeping them informed of legislative and statutory amendments in relation to SEND to inform decision-making and policy review, and to ensure any such statutory duties are implemented
- Coordinating and evaluating provision for individual pupils with special educational needs and logging the impact of that provision
- Overseeing and monitoring the records on all pupils with special educational needs, via the centralised tracking database, as part of the SEN Register
- Liaising with parents of pupils with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies



- To provide regular progress updates to the Senior Leadership Team in relation to Inclusion and SEND, to ensure they are fully aware of all associated successes, issues and concerns
- To oversee the EHCP admissions process and advise the Acting Headteacher as to St Mary's Catholic First School's ability to cater for specific pupil SEND
- Assessing previous information, assessment, informing staff and parents of action, reviewing and monitoring all pupils with SEND –new entrants to the school, those on School Intervention and those with Education Health Care Plans (EHCP)
- To monitor the quality of curriculum for SEND pupils and assist class teachers in implementing strategic planning and develop effective strategies, which support class teachers to develop an appropriate curriculum which ensures the quality of education for vulnerable pupil groups
- Writing and monitoring of individual pupil support plans in collaboration and consultation with the class teacher and whole school targets

The Role of the Teacher

- Be aware of the individual needs of pupils, use QFT to ensure the curriculum is engaging and assessment is challenging to pupils of all abilities
- Use a range of strategies to meet individual needs
- Provide information on progress, attainment, self-help skills, work habits, attitudes etc to feed into the EHCP annual review procedure (a statutory requirement)
- To relate relevant information back to SENDCo / Head Teacher / Inclusion Support Manager
- Provide access arrangements for class assessments (this can be done with the help of the teaching assistants), ensure that assessment builds pupils' motivation, confidence and self-esteem
- Adopt a range of methods to ensure that they can assess the progress of all pupils accurately and ensure the assessment style adopted is fit for purpose

The Role of the Teaching Assistants

A Teaching Assistant (TA) main role is to provide support for pupils with Special Educational Needs with a focus on those with an Education Health Care Plan or statement of special educational needs. The teaching assistant will ensure that the pupil can integrate as fully as possible in the activities generally undertaken by the other children in the class and make progress.

Duties include running specific programmes and activities to assist the pupil's individual learning and social needs. The teaching assistant will be responsible for implementing the targets on the pupil's Individual profile in liaison with the class teacher and SENDCo.



Supporting the Pupil: -

- To provide learning support for the pupil in class
- To develop knowledge of the particular needs of the child and seek advice from SENDCo, class teacher and outside agencies as required
- To aid access to the full range of learning experiences both inside and outside the classroom and provide modified materials as required e.g. worksheets, games, visual prompt cards etc
- To make or modify resources as suggested and advised by the SENDCo, Educational Psychologist or other outside agencies
- To be involved in the planning and preparation of the day to day class activities including assemblies, whole school activities
- To organise and maintain an inclusive learning environment both in the classroom and outside
- To support the pupil during unstructured times, being mindful of their health and safety in relation to their condition, and encouraging safe interactive play
- Motivate and encourage the pupil to have a go at activities they may be unsure of
- Provide positive reinforcements, praise and rewards
- Facilitate inclusion in small group activities with peers and support interaction between them
- To attend in service training and meetings relevant to the post in order to keep up to date with developments in working with children with special educational needs
- Provide support and facilitate interaction with peers in the classroom and around school

Supporting the Class Teacher and SENDCo:-

- To work as part of the team to ensure that the well-being and personal development of the pupil enhances their learning opportunities and life skills
- To be aware of the lesson content and adapt resources when necessary during the lesson
- To provide regular feedback to the class teacher, SENDCo and relevant outside agencies about the pupil's difficulties and progress
- To contribute to the pupil's annual review by writing a brief report and attending the meeting if appropriate

Supporting the School:-

- To foster links between home and school
- To participate in relevant professional development as deemed appropriate for the needs of the child
- To understand and apply the school policies on learning and behaviour, and the Statutory guidelines



relating to disability discrimination and special educational needs

- To maintain confidentiality and sensitivity to the pupil's needs but have regard to the safeguarding procedures
- To carry out duties as directed by the SENDCo or Head Teacher

The Role of the Pupils

- Participate actively in lessons
- Participate actively in assessment opportunities in lessons
- Engage with and act upon both written and oral feedback given by their teachers or peers
- Take responsibility for knowing where they are, where they need to be and what they need to do to get there
- Support other pupils constructively when asked to be involved in peer assessment

Other members of staff that support pupils with SEND include class teachers, Inclusion Manager, Education and Welfare (EWO).

Complaints Procedure

Complaints about SEND provision in the school should be made to the SENDCo (Mrs E Stansfield) in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details for raising concerns

Mrs E Stansfield

SENDCO

01434 603791

parentcontact@smfs.bwcet.com



Contact details of support services for parents of pupils with SEND

The local authority local offer

The Local Authority offer is available on the SEND section of the Northumberland County Council website.

<http://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx>

The parent support partner is Alison Bravey.

Email: alison.bravey@northumberland.gov.uk



Northumberland Information, Advice and Support Service is a free, confidential and impartial service for children and young people (up to 25 years) with special educational needs or disabilities (SEND), and their parents and carers.

The information, advice and support provided by the service covers the full range of education, health and social care as defined in the SEND Code of Practice 2015. The service is run at 'arm's length' from the Local Authority.

The support the service can offer includes:

- Providing a listening ear and practical advice and support with understanding the SEND 'system'
- Information on a range of SEND topics.
- Support with preparing for meetings.
- Help with exploring the options for a child/young person's SEND provision.
- Signposting to other services and groups, including parent groups, youth forums and national helplines.
- Support for individual children, young people and their parents that empowers them to express their views and wishes and helps them to understand and exercise their rights in matters including SEN processes, exclusion, complaints and SEND appeals.
- Training for parents, children and young people, and professionals to increase their knowledge of SEND law, guidance, local policy, issues and participation.

The website for the service provides further details and can be accessed at northumberlandiass.org.uk.

The service operates on a self-referral service basis and can be contacted by phone on **01670 623555** or by email at iass@northumberland.gov.uk.

SenDirect

<https://www.tts-group.co.uk/primary/sen-special-direct/>

Send Code of Practice (DFE)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>