



## St Margaret Mary's RC Primary School SEND Policy 2022/2023

### Our Mission:

**We try to follow Jesus in everything we do.**

We help everybody in our school family and we try to let our light shine as the light of Jesus shines.

Everyone at St. Margaret Mary's is special. We feel happy and safe.  
We are encouraged to value ourselves and each other in an atmosphere of  
trust, good humour, acceptance and enjoyment.

Saint Margaret Mary's school is where we come to learn through exciting and fun lessons. We try to always be welcoming and caring to all. We want to do our best, even if we find it difficult.

### **Special Educational Needs & Disability (SEND) Policy in line with the SEND Code of Practice**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25, 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf).

St Margaret Mary's Primary School has a named SENCO, Laura Burton who has the National Award for SENCO qualification and support SENCO Katie McHugh, who is completing the National Award for SENCO qualification. The named Governor responsible for SEND is Angela Ager. They ensure that the St Margaret Mary's Special Educational Needs Policy works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Education Authority and other policies within the school.

At St Margaret Mary's we are continually assessing and monitoring both the academic, emotional, social development and welfare of all children. This is to ensure that all children can fully access the curriculum and thrive. In our school it is the belief that all children have an equal right to a full and rounded education which will enable our pupils to achieve their full potential. We use our expertise, best endeavours and work in close partnership with colleagues, experts and families to secure special educational provision for pupils for whom this is required. This is 'additional to and different from' that provided within the differentiated curriculum, enabling us to better respond to the four areas of need identified in the Code of Practice (January 2015).

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

At St Margaret Mary's we firmly believe in the early identification of children with SEND and focus upon the following four broad areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; Sensory and

Physical Needs. (As outlined in the Code of Practice); We give priority on assessing each child's individual needs rather than placing them into specific categories.

#### 1) Communication and Interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

- this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

#### 2) Cognition and Learning

Pupils with learning difficulties may require support – the school will offer learning support in line with its best practices, and guidance offered by specialist external agencies. The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENCO will ensure that any provision offered will be suitable to the needs of the pupil.

Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

#### 3) Social, Mental and Emotional Health

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will implement a Social, Emotional and Mental Health (SEMH) Policy to support pupils with these difficulties.

- this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

#### 4) Sensory and/or Physical Needs

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or

not their impairment falls under the SEND definition, and the SENCO will ensure that their support needs are being met.

- This includes children with sensory, multisensory and physical difficulties.

Behavioural difficulties do not necessarily mean that child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND. Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.

### **What are special educational needs?**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. For some children SEND can be identified early in their school journey or at a later stage as they develop. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **(SEND Code of Practice 2015)**

We have a wide range of abilities of pupils working within our school, we recognise that some children may feel disadvantaged working alongside their peers and equally may feel isolated by being withdrawn for interventions. These pupils may be offered additional support in a range of ways to suit their needs. This maybe through small groups of 4 pupils out of class, through 1:1 activities out of class, or in class where the intervention facilitator works in the class alongside the class teacher and class TA, this would be in order to support quality first teaching. These support strategies are intended to boost the pupils' skills level and confidence.

We equally recognise that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.

This SEND policy details how, at St Margaret Mary's, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all staff who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs. It is the responsibility of the class teachers identify and address any pupils with SEND.

All pupils are discussed at termly pupil progress meetings that are attended by the class teacher, Headteacher and members of the SLT. The SENCo will also meet on a 1:1 basis with teachers once a term at the SEND review meeting. The child's Pupil Profile is updated in line with the Graduated Response (Assess, Plan, Review) as is set out in the Code of Practice. Pupils with SEND are recorded on our school provision map and the impact of specially targeted interventions is discussed at the pupil progress meetings and the SEND termly review meetings. Intervention teaching staff are also met with to discuss the impact of any programmes in place. The interventions we deliver are reviewed regularly and adapted to meet the needs of our pupils.

### **Aims and objectives**

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

### **Equal Opportunities and Inclusion**

Through all subjects we ensure that the school meets the needs of all pupils, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEND coordinator and individual teachers to ensure all children have equal access to succeeding in this subject.

### **Through appropriate curricular provision, we respect the fact that children:**

- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences
- have different educational and behavioural needs and aspirations

All pupils take part in all areas of the curriculum and no pupil is ever excluded from taking part in an activity or learning due to their SEN or disability. We do recognise that there are some barriers to learning for some of our pupils and when/where this is the case, sensitive adaptations are made to enable pupils to access their learning and provision.

**Teachers respond to children's needs by:**

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences.
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- developing pupils' self-esteem through praise, rewards, merits and a caring ethos in the class and throughout the school.
  
- use of target setting and individual planning: IPM / APDR, Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that a child's needs are met. Assessments will be made ... to highlight small steps of progress and evidence based interventions including: Soundwrite, Maths Recovery etc...
  
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning
- use of additional staff to provide individual/small group attention/support

**At all times at St Margaret Mary's the school endeavours to be as inclusive as possible.**

Pupils are encouraged to take part in all areas of the curriculum. No pupil is ever excluded from taking part in an activity or learning due to their SEN or disability. However, there are sometimes barriers to learning which prevent some children from making the appropriate progress and accessing the curriculum as their peers would. Where this is the case, sensitive adaptations are made to enable all pupils to access their learning entitlement and provision.

**Identification, Assessment and Provision**

For some children SEND can be identified early in their school journey. However, for other children, difficulties often only become evident as they develop. At St Margaret Mary's we aim to be alert to any emerging difficulties or concern and act early upon these.

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's Headteacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's early years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

We will use the above to regularly determine the support needed for each child and whether we can provide this from the adaptation of our core offer/wider provision, or whether something different or additional is essential and required.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

### **The Role of The SENCO and what Provision Looks like at St Margaret Mary's**

The Special Educational Needs Co-ordinator's [SENCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Making visits to classrooms to monitor the progress of children with SEND.

### **Monitoring Children's Progress**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be

done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child'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 child's behaviour.

In order to help children with special educational needs, St Margaret Mary's will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will keep a provision map of interventions and the SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for an Education Health and Care Plan, we will provide the LEA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents will be consulted and monitored for a period of up to one term. The pupil will be discussed at the termly SEND meeting with the SENCO and a specific intervention and/or strategies or a personalised learning plan may be put in place and, if no progress is noted after a further term, the child may be added to the school SEND register with parental permission. The class teacher, after discussion with the SENCO, will provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom and recorded on the class teachers planning. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents and young person.

Some children with a greater need may be reviewed more often and the child may be placed on the SEND register at an earlier point; this will be agreed with the SENCO, class teacher and parents. A child may be removed from the SEND register at any point, should they be making the expected progress.

**Reasons for a child being added to the SEN register may include the fact that he/she:**

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional 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.

## **Partnership with Parents**

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and invite parents to attend regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged, where appropriate, to contribute to the assessment of their needs, the review and transition process.

The school website contains our school SEND Information Report that includes the arrangements made for children in our school with special educational needs. It also has links to Manchester's local offer and where to go to for external support.

Parents always have access to the SENCO through the school email address [contact@st-margaretmarys.manchester.sch.uk](mailto:contact@st-margaretmarys.manchester.sch.uk) and through contacting the school office for a face to face appointment (0161 681 1504).

## **Support/Intervention**

At St Margaret Mary's the SEND register is split into three clear sections.

### **Targeted support (Lower level of need)**

Pupils who have received quality first teaching (QFT) but have not made expected progress and require additional support to try to close the gap. The adaptations and additions that are made as part of targeted support are internal to the school.

If targeted support does not have adequate impact and concerns are that the child is falling further behind, the child will move to the next stage.



## **Targeted support (Higher level of need)**

If targeted internal support does not have adequate impact, specialist support and agencies are introduced. Pupils are assessed by specialist agencies and new targets are set. These targets might need additional resources to be provided and a higher level of adult input.

If the needs of the pupil continue to give cause for concern, the needs are appearing to be persistent and long-term, and the family and specialist agencies are in agreement, then the pupil will be considered for statutory assessment.

## **Education Health Care Plan [EHCP]**

If statutory assessment is successful, the pupil will receive an EHCP. Resources, usually in the form of adult support and specialist approaches, will be part of the pupil's daily access to the curriculum.

All levels of support consist of a four-part process.

### **Assess-Plan-Do-Review.**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of the interventions which are most effective in supporting the pupil to achieve good levels of progress.

LAC children who are identified with SEND will follow this procedure and social care will be kept fully updated at PEP reviews.

### **Assess**

This involves clearly analysing the pupil's need using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. Advice from external support services and staff will be sought if appropriate and with the agreement of parents.

### **Plan**

Planning will involve consultation between the teacher and SENCo to agree the adjustments, interventions and support that are required. This is completed on the tracking sheet, which is then sent home for parents to view. If parents have any suggestions or need clarification, they are invited to speak with the class teacher.

### **Do**

The classteacher remains responsible for working with the child on a day to day basis. They retain responsibility even where the interventions may involve group or one to one teaching

away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of the support and interventions and ensure links with the classroom teaching. Classteachers will check on the progress of a child and identify, plan and coordinate any additional help a child may need (this could be things like targeted work, additional support) and liaising with the SENCO.

Classteachers will ensure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENCo will offer further advice as necessary.

## **Review**

Reviews of the targets for the child are regular, in order that achieved targets can be extended and the child moved on. There should be regular discussion between the class teacher and the TA in order that the pace of expectation is high and next steps are clear. Regular consolidation should also be built in to the sessions, continuing after new targets have been set. The outcomes of the tracking sheet are shared with the parent on a termly basis.

Meetings are held at least every term during between the SENDCo and class teacher at Pupil Progress in order to review this process for each individual pupil.

## **The use of outside agencies**

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting.

## **Outside agencies may become involved if the child:**

- Continues to make little or no progress in specific areas over a long period.
- Continues working substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

## **School Request for statutory assessment for an Education Health and Care Plan**

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous targets for the pupil and if they have met them.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- Where the child is working at in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an Education Health and Care Plan will be reviewed each half term during pupil progress meetings, termly through the SEND meetings, and annually in line with statutory guidance. When this coincides with transfer to high school, the SENCO from the high school will be informed of the outcome of the review and where possible invited to the review.

### **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. All pupils are encouraged to take part in all areas of the curriculum. No pupil is ever excluded from taking part in an activity or learning due to their SEN or disability. However, there are sometimes barriers to learning which prevent some children from making the appropriate progress and accessing the curriculum as their peers would. Where this is the case, sensitive adaptations are made to enable all pupils to access their learning entitlement and provision.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning.

We support the children through quality first teaching to support and review how this teaching is impacting on pupil progress we hold half termly pupil progress meetings with class teachers where the SENCO is present. All children are discussed and through our provision mapping and class based learning we ensure that we are meeting the children's individual learning needs. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. The use of differentiated work, along with different and appropriate teaching style to meet the needs

of the children is implemented. Planning and teaching will be adapted on a daily basis if needed, to meet your child's learning needs; this is documented on the child's agreed individual Plan IPM / APDR.

Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. The encouragement of peer support through mixed ability grouping and paired and group reading and writing activities.

The use of teaching assistants to provide extra individual or small group attention is planned for and used. Specific resources and strategies (essential provision) will be used to support a child individually and in groups, based on a child's individual needs.

### **Allocation of resources**

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care Plans.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

### **The role of the governing body**

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body

### **Monitoring and evaluation**

The SENCO monitors the movement of children within the SEND system in school and provides HT, staff and governors with regular summaries of the impact of the policy on the practice of the school. They are responsible for coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children receive a consistent, high quality response to meeting their needs in school. \* Writing all individual programmes of work for children with SEND including those with EHCPs, these are called IPMs/APDRs

They are involved in supporting teachers and in drawing up the individual provision maps for children requiring additional support and intervention, providing support for teachers

and support staff in the school - so they can help children with SEND in the school achieve the best possible progress.

The SENCO and the Headteacher hold regular meetings to review the work of the school in this area. In addition, the SENCO and the named governor with responsibility for special needs have opportunities to meet.

**Signed:**

**Date:**

**To Be Reviewed Autumn 2023**