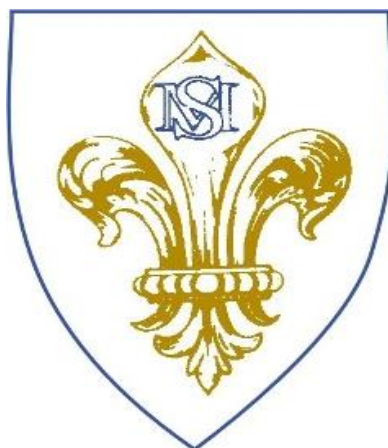


St. Mary's Catholic Primary School and Nursery

Part of The Christus Catholic Trust



Special Education Needs Policy

Respect Ourselves, Respect Others,
Respect our World, Love God

This school is committed to safe guarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment

	Policy Name: SEN Policy		
	Reviewer: A M Nunn	Reviewed Date: March 2025	Date of next review: March 2026

Our school aims and mission statement

At St Mary's we instil a love of learning, inspire curiosity, fascination and encourage the discovery of our God given talents. Through worship, by nurturing our spirituality and cultivating an atmosphere of tolerance and respect, our school community embodies the Catholic faith in all we do.

Our school aims are:

- That together with our Parish, God is at the centre of our learning. We support our children to a greater understanding of our Catholic faith whereby they have the confidence to share their beliefs in the wider world.
- To love one another demonstrating kindness and mutual respect.
- To offer an environment where each individual is cherished, loved and feels safe.
- To provide a broad and balanced curriculum which is enjoyable and engaging. Through the acquisition of knowledge, skills and concepts our children broaden their horizons impacting their lives beyond our school gates and for many years to come.
- To develop resilience and independence in our learning, resulting in excellent outcomes bespoke to each individual within our school community.

"We will Respect Ourselves, Respect Each Other, Respect our World, Love God."

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they;

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

The Local Offer

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Thurrock that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Thurrock SEND Local Offer website: www.askthurrock.org.uk

St Mary's Catholic Primary School will use our best endeavours to ensure that provision is made for those who need it. We believe, in line with the SEND Code of Practice 2014, that special educational provision is underpinned by high quality teaching, which is the responsibility of all our staff.

Objectives:-

- a) To identify and respond at an early stage to a pupil's special educational needs using an assess, plan, do, review system.
- b) To involve parents/carers actively at all stages.
- c) To set out an approach which encourages communication and co-operation between those concerned – i.e. pupils, parents/carers, teachers and specialist staff and other agencies.
- d) To give teachers a framework within which to plan the curriculum with effective methods and approaches for those pupils with marked difficulties as well as those undergoing short-term problems.
- e) To set up Individual SEN Targets based on classroom assessment in the first instance, which will be jointly “owned” by all those involved in helping the pupil.
- f) To standardise arrangements for the systematic recording of these processes so that there is smooth progression throughout the school, and between ourselves and other schools.

Responsibility for the coordination of SEN provision: Ann-Marie Nunn- SENCo

The Governor responsible for SEN: Ngozi Oguledo

Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN records for individual pupils.
All staff can access:

- The St Mary's Catholic Primary School SEN Policy;
- A copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Thurrock's SEND Local Offer

Every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

Specialist SEN provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

Facilities for pupils with SEN

The school complies with all relevant accessibility requirements, please see the school Disability Policy for more details.

Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget. Some pupils with SEND who have complex needs, may access additional funding. This additional funding is retained by the local authority. Individual applications to a multi-agency panel at the Local Authority, will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used.

Identification of pupils needs

(See definition of Special Educational Needs at start of policy)

Our process of identification via robust assessment will form part of the Graduated Response (Four-part cycle: Assess, Plan, Do, Review) to children with SEND (C.O.P. 5.38 - 5.46 and 6.44 - 6.56)

A graduated approach:

- a) Quality First Teaching
- b) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- c) Once a pupil has been identified as possibly having a SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- d) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- e) The SENCO will be consulted via a 'Cause for Concern Form' for support and advice and may wish to observe the pupil in class.
- f) Through (b) and (d) it can be determined which level of provision the child will need going forward.

Process for the identification of children with SEND



Education, Health and Care Plans [EHC Plan]

- Following Statutory Assessment, an EHC Plan will be provided by Thurrock Local Authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, considering the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Inclusion of pupils with SEN

The Headteacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services.

Evaluating the success of provision

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on provision map, which is updated when the interventions are changed. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated half termly by the SENCO and information is fed back to the staff and parents during the Sen Review meetings as well as the Governors. This helps to identify whether provision is effective.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint.

Continuous Professional Development

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCo attends relevant SEN courses, SENCO Forum meetings and facilitates relevant SEN focused external training opportunities for all staff. We recognise the need to train all

our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

Advice and support can be sought from Thurrock's SEND department and the Local Offer including:

- Early Support
Sensory Impairment and Communication Needs Team
- Educational Psychology Service
- Parent Partnership Service
- Pupil Referral Unit
- I-CAN Nursery
- Out-reach – TreeTops and Beacon Hill
- Child Development Clinic
- Health Authority (Thurrock Primary Care Trust) – Health Visitor, Paediatric, Physiotherapy and Occupational Therapy Departments, Speech Therapy Service, School Nurse.
- South Essex Partnership Mental Health Trust – Primary Mental Health Care Service, CFCS (Child and Family Consultation Service)
- PMHU (Primary Mental Health Unit)
- Brentwood Catholic Children's Society – Counselling service
- Portage
- Social Services

Working with parents

Working in partnerships with parents, St Mary's, believe that a close working relationship with parents is vital in order to ensure;

- a) Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) Continuing social and academic progress of children with SEN
- c) Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where

specific advice, guidance and support may be required. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Educational Links

Links with schools to which children with SEN transfer can include meeting the designated person to discuss a child's needs. Records of all children SEN register, including their Pupil Profiles, are passed on to the next school. In the case of a child with a statement then the copy of the last Annual Review will be included. This will include recommendations as to the child's future needs.

Supporting and Understanding SEN Pupil Behaviour

It is important that all staff recognise that there is often an underlying reason for a pupil who displays challenging behaviour. Staff will always work with pupils, parents and, where appropriate other professionals, in order to identify the causes/reasons for the behaviour and seek to put strategies in place to support pupils. In some situations, the use of sanctions may be appropriate in order to support pupils to behave appropriately and learn acceptable behaviours. This enables them to access the learning environment in a positive way. A graded approach to the use of sanctions, clearly explained to the pupils is used throughout the school.

- Early intervention/distraction/diffusion,
- Behaviour reminders/use of voice intonation/visual cues/support/ Social Stories.
- Time Out – timed and supervised by staff in the classroom or if necessary a different classroom. Pupils may be supported to reflect on their actions during this time.
- Support from outside agencies such as the TreeTops Outreach Service.
 - Behaviour Support Plan– for pupils requiring ongoing planned support. An emergency annual review may be called for pupils with EHCPs.
- Physical intervention (see below) a reduced timetable
 - Exclusion or a reduced timetable – in some exceptional circumstances, and when all other measures have been unsuccessful, it may be necessary to exclude a pupil

from school or reduce their timetable. This process will be carried out in line with Thurrock Guidelines.

Physical Contact

At St Mary's Catholic Primary School we recognise the importance of positive physical contact for some of our pupils with SEN. Staff and adults should, however, always be aware of sensitivities of any form of physical contact with children/pupils and ensure that they are never in a situation where they are alone with a pupil. However, contact between children with SEN and adults might be appropriate for a variety of reasons, including:

- Holding hands with a child in the playground
- Calming/reassuring/comforting contact with a child that upset or injured
- Guiding a pupil/child away from a situation or location in order to keep them safe
- Supporting a pupil in PE/Drama activities
- Using hand on hand/arm support in a lesson

Staff and support staff are trained in the use of Positive Handling of children where required.