



St Margaret Mary's Special Educational Needs and Disabilities Policy 2018-19.

This policy has been written to promote the successful inclusion of pupils with Special Educational Needs at St Margaret Mary's where we are committed to offering an inclusive curriculum to all pupils, so that they make the best possible progress regardless of their needs or abilities. We offer a broad and balanced curriculum to challenge all children within their individual capabilities.

Our Mission is:

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.

The following has been taken from the SEN Code of Practice (2014) which gives a clear definition of what Special Educational Needs and/or disabilities (SEND) means.

"Children have special educational needs and/or disabilities if they have a learning difficulty which calls for special educational provision to be made for them."

Children 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 academies within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

Aims

The aims of this policy are to:

- To meet the individual needs of ALL learners so that they make the best possible progress with highly differentiated learning experiences and individualised target setting
- Early identification of pupils with Special Educational Needs and/or Disabilities (SEND) and ensure that their needs are met.
- Include children with SEND in all activities in school.
- Ensure that all staff are aware of their particular responsibilities with respect to the SEND policy and that they seek advice from the Inclusion Manager when necessary.
- To ensure that parents are informed of their child's special needs and the provision provided.
- To attain high levels of satisfaction and participation from pupils, parent and carers.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupils' needs, through well targeted continuing professional development.
- To continue to develop a cooperative and productive partnership with the Local Authority and other agencies including those from Health and Care Services.

Roles and Responsibilities

All staff in our school have a responsibility for maximising achievement and learning opportunities of vulnerable learners. Staff are aware of their responsibilities towards all vulnerable learners, including SEND pupils and display a positive and sensitive attitude towards all pupils at all times. The individual needs of each pupil are met through the provision which we provide.

The Inclusion Manager

The Inclusion Manager plays a crucial role in the school's SEN provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. The Inclusion Manager liaises with all staff at all levels across the school to ensure appropriate guidance, support, resources and opportunities are brought together to support all individuals and groups. The Inclusion Manager is available to have meetings with teachers and liaises with external agencies to support vulnerable pupils. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEN
- Liaising with and giving advice to fellow teachers
- Managing the effective deployment of Teaching Assistants

- Overseeing pupils' records
- Liaising with the parents
- Making a contribution and providing appropriate INSETs and training to continually develop staff professionally.
- Liaising with external agencies, LA support services, Health and Social Services and voluntary bodies.

The Teachers

All teachers are teachers of children with special educational needs. This is achieved by:

- Providing differentiated teaching and learning opportunities.
- Setting suitable learning challenges.
- Taking responsibility for the progress of all children in the class.
- Ensuring effective deployment of resources – including teaching assistant support – to maximise outcomes for all groups of vulnerable learners.
- Ensuring that there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2014)
- Analysing the attainment of all pupils to ensure all pupils continue to make progress in all areas of learning by responding to children’s learning needs and interests/issues and to ensure that there are no differences in achievement between different groups e.g. SEN, boys, girls, etc.
- Using ongoing summative assessment to inform future planning and adjust short term planning to take account of progress and areas of difficulty.
- Adopting programs of study matched to ability and area of need and not age related expectation. Providing additional curricular opportunities that meet the needs of individuals or groups (such as speech and language therapy and English and Maths interventions)
- Involving parents, pupils and all staff in the process of inclusion through raising their awareness on how attitudes and behaviour affect the school community.
- Working together to review the progress of individuals and overcome barriers by implementing individual provision maps in liaison with the Inclusion Manager and implement provision maps.
- Meeting regularly with phase leaders and the Inclusion Manager to review class progress in attainment levels.

The Governors

The Governing Body is responsible for ensuring that an inclusion policy is in place and that it is implemented effectively. The Governing Body also have a statutory role to play in the evaluation of SEN provision:

- Ensuring that provision of a high standard is made for SEN pupils.
- Ensuring that SEN pupils are fully involved in school activities.
- Being fully involved in developing and subsequently reviewing the SEN policy.

Inclusive Teaching and Learning

At St Margaret Mary's we strive to deliver well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 Interventions. All vulnerable learners are included, including SEND pupils.

- All learners will have access to quality first teaching.
- The routine and prolonged withdrawal from mainstream of children with SEND is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Where required, vulnerable learners will have access to Wave 1 or Wave 2 interventions. These can be pupils who are underachieving or require further challenging and have been identified by the school as needing to make accelerated progress but will not *necessarily* be pupils with special educational needs.

Identification and Assessment

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Development matters objectives, reading ages, other whole-school pupil progress data using SPTO.
- Assessment for Learning
- following up parental concerns
- tracking individual children's progress over time and in lessons
- Maintaining provision maps for all vulnerable learners. This provision map is updated termly through meetings between the teachers and Inclusion Manager.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant and the pupil requires something which is completely different from/additional to what is already provided for pupils of a similar age.

Provision Mapping

- All SEND children will be included on a detailed whole-school provision map which outlines and monitors provision across the school which is "additional to" or "different from" the well differentiated curriculum offer for all pupils in the school. The whole school provision map enables the school to:
 - o Plan strategically to meet pupils' identified needs and track their provision.
 - o Audit how well provision matches need
 - o Recognise gaps in provision

- o Highlight repetitive or ineffective use of resources
- o Cost provision effectively
- o Demonstrate accountability for financial efficiency
- o Demonstrate to all staff how support is deployed
- o Inform parents, LA, external agencies and Ofsted about resource deployment
- o Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observations
- ongoing assessment of progress made by intervention group
- Scrutiny of planning
- Pupil progress meetings
- Informal feedback from all staff.
- pupil interviews when setting new targets or reviewing existing targets
- Pupil interviews when formulating individual provision maps.
- Pupil progress tracking using assessment data whole-school processes
- Monitoring Individual Provision Maps and targets, evaluating the impact of provision map on pupils' progress.
- Discussions with parents.

Identifying and meeting special educational needs.

At St Margaret Mary's we believe in a 'graduated response' to identifying and meeting special educational needs. At each stage of support, it is teacher's responsibility to:

- make the initial identification of SEN needs and refer to the Inclusion Manager
- Liaise with the Inclusion Manager and devise provision map.
- Take account of advice from outside professionals
- Inform parents of the differentiated curriculum for SEN pupils
- Plan tasks for the support staff working alongside the SEN pupils
- Ensure teaching assistants are clear about recording progress and feedback observations made in regard to progress.
- Attend review meetings and inform parents of targets set within the classroom.

What support will be provided for pupils with SEND?

Additional SEN Support - Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school ie: they have a special educational need as defined by the SEN Code of Practice 2014.

- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered Additional SEN Support..
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- It may be decided that some, **but not all** pupils on the SEN list will require an individual provision map to ensure their underlying special educational need is being addressed. This would particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision.
- Our approach to Individual Provision Map (IPM) is as follows:
 1. IPMs will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”. They will focus on outcomes for the pupil.
 2. IPMs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
 3. IPMs will be based on informed assessment and will include the input of outside agencies.
 4. IPMs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
 5. IPMs will be time-limited – at (at least) termly review, there will be an agreed “where to next?”
 6. IPMs will specify how often the target(s) will be covered.
 7. IPMs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
 8. Targets for an IPM will be arrived at through:
 - Discussion between teacher and Inclusion Manager.
 - Discussion with parents/carers and pupil, taking their views on board.
 - Discussion with another professional – where appropriate.
 9. IPMs will be reviewed at least termly by class teachers in consultation with the Inclusion Manager, but can be reviewed early if necessary.

What if additional funding is required (Element 3)?

This refers to pupils who have/need an Education Health and Care Plan who will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.

- Our school will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN support.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice.

Communication with Parents

Parents are regularly updated about their child's progress through verbal communication, reports, parents evening, marking in book and target cards. With an 'open door' policy parents see key staff on a daily basis and get informal feedback on their child's success and areas for development.

Parents and carers of children with Special Educational Needs have an opportunity to review their child's progress and give advice for their annual review meeting as well as at least 3 times a year when their individual provision map is reviewed. Parents have the opportunity to say what they would like for their child currently and for their future.

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