



St Mary's Catholic Primary School

'Love God, Love Others, Love Ourselves'

Special Educational Needs and disability Policy



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Review Date:	Autumn 2027
This policy has been reviewed and approved by the Headteacher and the School's Governing Body.	

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1. Aims and Objectives

At St. Mary's we believe that all children have the capacity to grow, learn and develop, regardless of their background. In accordance with our Mission Statement each child is valued for his/her unique individuality. Children develop at different rates and may respond differently to influences from the environment and community around them. Our aim is to help each child to reach his or her full potential.

- To provide high quality learning experiences for all the pupils at St Mary's Catholic Primary School so that they achieve their best and become confident individuals living fulfilling lives...'(Sen Code of Practice January 2015)
- To establish an agreed range of practices in relation to the identification and support of pupils with special educational needs.
- To ensure that our resources are fully utilised in providing support for these pupils so that they have the fullest access to the National Curriculum.

(See The Framework Of Descriptors Appendix)

2. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- The Special Educational Needs and Disability (Amendment) Regulations 2024

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2024) 'Keeping children safe in education 2024'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

3. Definition of Special Educational Needs & Disability (SEND)

- 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 him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(Special educational needs and disability, Code of Practice: 0 to 25 years January 2015)

- English as an Additional Language – EAL & SEND:
 - A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

4. Responsibilities

I. The School

This SEND policy details how St. Mary's Catholic Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are made known to all who are likely to teach them. The school will use its best endeavors to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs & disability in order to allow these pupils to join in the activities of the school together with pupils who do not have special needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

The school will have regard to the legal frameworks listed in section 2.

- Working with Parents
 - Partnership with parents plays a key role in enabling children with SEND to achieve their potential. At St Mary's Catholic School, we recognise that parents hold key information and have knowledge and experience to contribute to a shared view of their child's needs and the best way of supporting them. All parents/carers of children with special educational needs will be treated as partners and supported to play an active and valued role in the education of their children. Parents are to be involved with the reviewing of their child's 'My Additional Support Plans' MASPs termly.
- Pupil Centered Planning
 - 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 enable them to make the most of their education. Therefore, they will be encouraged to participate all the decision-making processes at pupil progress meetings and contribute to the assessment of their needs in whatever manner this is appropriate. Pupils are involved with the reviewing of their 'My Additional Support Plans@ MASPs.

II. The Role of the Governing (with regards to SEN)

The Governing Body:

- has due regard to the Code of Practice June 2015 when carrying out its duties toward all pupils with special educational needs.
- has identified a governor to have specific oversight of the school's provision for pupils with S.E.N.

The S.E.N Governor ensures that all governors are aware of the school's S.E.N provision, including the deployment of funding, equipment and personnel allocation.

III. The Role of the SENDCO

The SENDCO is responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating the provision for children with special educational needs
- liaising with and advising fellow teachers
- contributing to the in-service training of staff
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies
- liaising with and providing SEN records to receiving schools upon school transfer
- liaising with early years settings when receiving a child with special educational needs into the school

Ms Angela Struthers is the SENDCO at St Mary's Catholic Primary School.

5. Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the Head Teacher, the SENDCO and all other members of staff have important day-to-day responsibilities.

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

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 members of the senior team 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 that particular class. The key test of the need for action is where, despite appropriate assessment and provision, the child is not progressing, or not progressing sufficiently well. Sufficient progress can be defined in a number of ways.

I. Additional Support

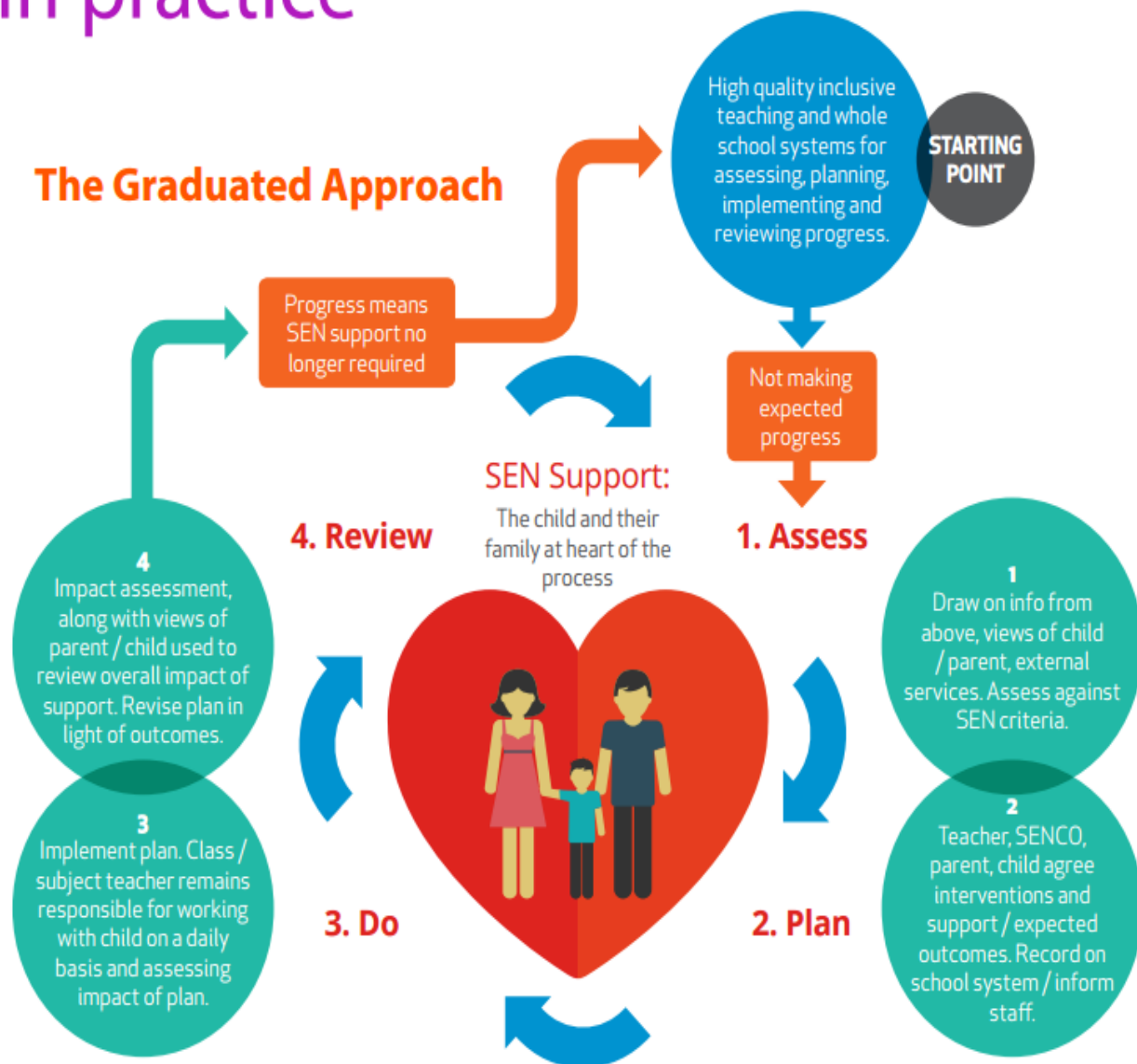
(Termed Record of Concern & SEN Support)

When a class teacher and the SENDCO identify a child with special educational needs or disability (SEND), they will take action to address the barriers to learning and put effective special educational provision in place. Individual observations of children who are identified by their class teacher will take place. Meetings with parents/carers and teachers will follow. Observations and concerns will be shared and discussed to help create a plan of agreed support.

Once the child's needs are identified, a 'My Additional Support Plan' (MASP) is discussed with parents and put into place to support the child in making good progress.

The Four Part Cycle

The assess, plan, do, review cycle in practice



We follow a **graduated approach** as recommended in the Code of Practice. This information is continually updated to track the child across the school. This enables us to monitor the progress of each individual child against prior learning. The class teacher will continue to work closely with the child in a classroom context and will monitor and review his/her progress.

Concerns are classified under 4 broad areas of learning:

- Cognition & Learning
- Social, Mental & Emotional Health
- Communication & Interaction
- Sensory & Physical Differences

- **SEN Support:** is characterised by the implementation of **additional support**. At St Mary's, a 'My Additional Support Plan' (MASP) is completed by the class teacher. The SENDCO works closely with the child's teacher, and if appropriate, parents. The class teacher with the SENDCO monitor and review the child's progress. The child is placed on the schools SEND register. The Head teacher is informed. Children can be added and taken off the SEND register at any time during their school placement.

III. My Additional Support Plan (MASP)

Strategies employed to enable the child to progress are recorded within a My Additional Support Plan (MASP).

The MASP will include:

- The desired outcomes for the child
- The additional provision to be put in place with frequency
- The teaching strategies to be used
- Review date.

The MASP will only record that which is additional to or different from the differentiated curriculum and will focus upon outcomes that match the needs of the child.

The My Additional Support Plan (MASP) are written and reviewed at least three times a year with parents. Teachers and parents review the MASP considering the child's views. (In some cases, it may be necessary to review plans more frequently.) This is discussed with the class teacher, SENDCO and/or outside professionals – if involved. One signed copy will be kept by teacher in the class/year SEND file.

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions, a consultation with parents for support from external services is likely to follow. At all times, the child's class teacher will remain responsible for working with the child on a daily basis and for planning and implementing the 'My Additional Support Plan' (MASP).

IV. External support services

External support services may become involved so that they can:

- provide more specialist assessments to 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.
- Advise teachers on how to implement strategies practically in class.

V. Education Health Care Plan

Where, (despite the class teacher, SENDCO and professional specialist involvement) having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school and/or parents should consider requesting an Education, Health and Care needs assessment. The LEA will need information about the child's progress over time and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

The school will evidence the following:

- A copy of the pupil support plan provided for them under the additional support stage of the code of practice 2015.

- The schools' assessment of the child difficulties
- The school outcomes sought for the child
- The external professional's advice
- Details of the support and interventions that have been provided for the child over time.

An Education Health Care Plan will include:

- The personal details of the child and parent/carer
- Professionals who have been involved in preparing the plan
- The views and interests of the child
- The views and expectations of the parent/carer
- The specific educational needs of the child
- Relevant the health and social care needs of the child
- Outcomes and Provision for the child

6. Useful Organisations & Documents

Further information can be found on the Waltham Forest Education site:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

<https://www.walthamforest.gov.uk/service-categories/special-educational-needs-and-disability>

Appendix:

- My Additional Support Plan (MASP)

St Mary's Catholic Primary School



My Additional Support Plan (MASP)

Name of child/pupil:

DOB:

Year Group:

Member(s) of staff completing this form:

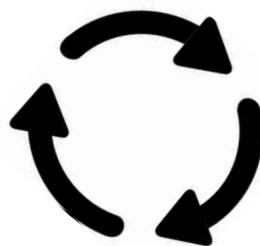
Today's date:

1. All about me!

What I'm good at...

What I like doing...

What I find difficult...



2. Plan (outcomes)

What do you want to achieve?

1.

2.

3.

3. Do

Identify actions/ next steps including what is going to be done at school (e.g. teaching strategies) and at home to enable each target to be achieved.

School:

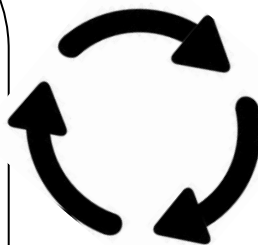
Home:

School:

Home:

School:

Home:



4. Review

Review outcomes

Date of Review:

1.

2.

3.

Signed by Parent/Guardian.....