



The Bishop Wheeler Catholic Academy Trust

ST MARY'S CATHOLIC PRIMARY SCHOOL,

A VOLUNTARY ACADEMY

SPECIAL EDUCATIONAL NEEDS/ DISABILITY and INCLUSION POLICY

"Nurturing heart, mind and faith."
St Mary's School Mission Statement

Policy review date- Autumn 2026
Person Responsible- Helen Tomlinson
Ratified by Academy Council- Autumn 2026
Review date- Autumn 2029

St. Mary's Catholic Primary School
Policy for School Inclusion and Special Educational Needs

"Our mission is to offer a distinctive Catholic education for every child within a caring Christian community where every individual feels valued, confident and secure. We believe each person is loved by God and is gifted and unique. In partnership, our community creates a challenging, stimulating and positive environment where Christ is at the centre of all that we do and is our inspiration."

We value each individual as gifted and unique and so we aim to provide an environment in which all our children can develop to their full potential.

This policy is in line with the final Code of Practice September 2014

Responsibility and Arrangements for SEN provision

- Our school SEN Co-ordinator is Mrs K Bleasdale.
- Our SEN Academy Council member is Mrs Monica Uden.
- The Headteacher, Mrs Helen Tomlinson, has overall responsibility for SEN.

Abbreviations used:

- CoP Code of Practice
- EP Educational Psychologist
- SEND Special Educational Needs and/or Disabilities
- SENCo Special Educational Needs Coordinator
- TA Teaching Assistant
- FSW Family Support Worker
- EHCAR Education Health Care Assessment Request
- EHCP Education Health Care Plan

From September 2014 there have been a number of changes to improve services for children and young people with special educational needs and disabilities (SEND). The

changes are a result of the introduction of the Children and Families Act 2014 which became law on the 13th March 2014.

The act aims to improve how different agencies and services work together and create a more joined-up approach to the statutory assessment process for children and young people with the most complex needs. The new approach will also give children and young people with complex needs and their families more choice and control about which services they can access. These changes are being introduced in order to create quicker and easier access to support and more joined-up working services. This will help achieve better outcomes for children and young people with SEND, helping them to achieve successful and fulfilling lives. At St Mary's, we understand the importance of this act and believe that this will achieve the best outcomes for our children.

All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training (6.1 final draft CoP)

At St Mary's Catholic Primary we believe in promoting the individual child, within a happy, secure environment where children and staff feel valued and respect each other. We aim to ensure each child respects and is responsible for themselves and others; develop a sense of pride and self-esteem in each child and instil confidence so that they may become independent learners and active global citizens; promote high standards in both academic achievement and behaviour and forge close links and develop cooperation with parents, Governors, the local, national and global community.

Objectives of the policy

All staff are required to adhere to the policy on how it can meet the needs of pupils with a wide range of SEND.

All staff will share responsibility for all pupils in the context of whole school provision and the SEND code of Practice 2014.

Philosophy

The school community believes that:

- All pupils are equally valued and the school has high aspirations for all
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification is essential
- There will be a flexible continuum of provision for pupils with SEND
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs.
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents will be fully involved as partners in their child's education
- Pupils will be encouraged to give their views on what learning is like for them
- Academy Council Members should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy
- All stakeholders of the school will anticipate and plan for the entry of any new pupil, ensuring that the learning environment and other facilities are as accessible as possible.

Principles

A child is defined as having Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

a) has significantly greater difficulty in learning than the majority of children of the same age

b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school.

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. (xiii, xiv CoP 2014). Evidence suggests that approximately 75% of disabled children also have a special educational need and these pupils are also protected by the Equalities Act 2010. Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the child's or young person's needs.

The School's Commitment to Equality and Diversity

All Pupils are equally valued.

The school intends that:

- All pupils are included as fully as possible into the educational and social life of the school.
- A range of support strategies are employed. Support is targeted at developing independence.
- School tries to remove all barriers to attendance and punctuality (see Behaviour and Attendance policy).

- Inclusion strategies extend beyond SEN to include looked after children, more able, refugee children, victims of bullying, travellers and young carers. More able pupils will be challenged through greater depth learning within the curriculum.

We will achieve this in the following ways:

- Pupils will only be withdrawn from learning with their peers for specific educational or social purposes.
- All staff will offer personalised approaches and high-quality teaching.
- All pupils will be encouraged to join in extracurricular activities.
- LA services will be fully utilised.

This will be monitored using these indicators:

- Discussion with parents and pupils.
- Reviewing level of participation by vulnerable groups.
- Publicly acknowledging different types of success.
- Data on attendance.
- Targeted use of outside agencies.

Procedures

There should be a flexible continuum of provision for pupils with SEN. A Graduated Approach will be used: Assess, Plan, Do, Review.

Universal Provision: Differentiation through High-quality teaching to challenge and support all learners.

Step 1: Concern noted

A child may be identified as requiring additional support where there are concerns about their academic progress, social, emotional and mental health (SEMH), physical development, sensory needs, communication, independence or access to learning.

Concerns may be identified by parents/carers, the class teacher, other members of staff,

the child themselves, or through assessment and pupil progress information. The concern will be discussed and recorded on the Pupil Progress paperwork, with appropriate next steps identified.

Step 2: Targeted classroom support – Phase 1

Where a pupil requires support beyond high-quality inclusive teaching, additional targeted support may be provided to address identified areas of need and support progress towards age-related expectations. Class teachers will set and review appropriate targets. A Phase 1 form will be completed collaboratively with the pupil, parents/carers and class teacher, identifying specific, achievable short-term targets to be reviewed after six weeks.

Parents/carers will be fully involved in this process. At this stage, the pupil will not ordinarily be placed on the school SEND register, as this support forms part of the school's universal and targeted provision.

Step 3: SEN Register

Where a pupil continues to experience significant barriers to learning or participation, despite high-quality inclusive teaching and appropriate targeted support, the SENDCo will work with the pupil, parents/carers and class teacher to consider whether the pupil may have a special educational need.

This will include developing a shared understanding of the pupil's strengths, needs and barriers to learning, alongside the provision and adjustments required to support them effectively. Where it is identified that the pupil requires special educational provision that is additional to or different from that ordinarily available, they will be identified as receiving SEN Support and added to the school's SEND register.

The class teacher, supported by the SENDCo, will continue to plan, implement and review provision through a termly Inclusion Passport, with appropriate outcomes agreed

with the pupil and parents/carers. This will follow an ongoing assess, plan, do, review cycle.

Where appropriate, the school may seek advice and support from external professionals, including specialist teachers through the North Yorkshire Inclusive Education Service, to further understand the pupil's needs and inform appropriate provision.

Step 4: EHCAR

Where, despite appropriate provision and support through the graduated approach, it is considered that a pupil may require provision beyond that which can ordinarily be provided by the school, a request for an Education, Health and Care needs assessment (EHCNA) may be made to the Local Authority.

The school will work collaboratively with the pupil, parents/carers and relevant professionals to provide appropriate evidence of the pupil's strengths, needs, progress and the provision already implemented, including evidence of the assess, plan, do, review cycle.

Safeguarding Children with SEND

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

The additional barriers that can exist when recognising abuse and neglect in this group, include:

• Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

• Pupils being more prone to peer group isolation than other pupils.

• The potential for pupils with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.

• Communication barriers and difficulties in overcoming these barriers.

Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including personal intimate care, hence being mindful that such situations can increase risk.

Roles and Responsibilities

The Headteacher has the overall responsibility for the provision and progress of learners with SEND.

The Academy Council have the statutory corporate responsibility of ensuring that necessary provision is made for pupils with SEND. Therefore they should have full access to the information which will allow them to monitor and evaluate the effectiveness of the SEND policy.

The school intends that:

- The SEND policy will be available and regularly reviewed.
- The school's information reports will reflect the current profile of the school's population. They will be shared with all stakeholders on the school website.
- All school policies will be anticipatory in nature so that the school is ready to admit pupils with a range of needs.
- The Academy Council will be welcome and be encouraged to take part in the life of the school.

- The Academy Council will be supported in their monitoring role.

We will achieve this in the following ways:

- Review the SEND policy on a rolling programme.
- Include the Academy Council in the initiatives above.
- Keep up to date with training and new initiatives and research on SEND.
- Keep paperwork up to date and readily available in school.

This will be monitored using these indicators:

- The Academy Council minutes of meetings and feedback from monitoring visits
- Complaints re: SEND
- Termly SEND report from SENDCo

Class Teachers have overall responsibility for the provision and progress of learners with SEND in their class.

Class Teachers are required to:

- have conversations with parents to establish parental voice in desired outcomes
- identify areas for concern and contribute to the completion of Phase 1 forms and Inclusion Passports.
- ensure that day-to-day provision to meet Inclusion Passport targets is implemented and strategies are used to ensure high-quality teaching.
- regularly communicate with teaching assistants, the SENDCo, parents and pupils in order to review the Inclusion Passport and to ensure good progress.
- Review and set new targets and share and sign off new Inclusion Passport's with parents within the first two weeks of a new term (or sooner where necessary and/or appropriate).

- Ensure that the provision set out in an EHCP is in place and monitored for its impact

SENDCo is required to:

- support class teachers in learning conversations with parents
- maintain an up to date list of children requiring additional and different provision because of their SEND
- reflect any mobility and share this information with Headteacher and The Academy Council and SEND Academy Councillor through termly updates.
- Children will be identified as Concern Noted (Step 1), Targeted support 'Phase 1' (Step 2), SEN Support (Step 3), EHCP (Step 4).
- make referrals and effectively communicate with all outside agencies who may be available to support these learners
- support parents in multi-agency dialogue where necessary/appropriate
- support class teacher in parent/pupil liaison, making notes from meetings where necessary and appropriate.
- oversee Inclusion Passport targets/reviews
- prepare Inclusion Passports/Individual Provision Maps where necessary and appropriate
- prepare EHCAR paperwork with parents, child and class teacher to support Education Health Care Plan (EHCP) request where necessary/appropriate
- Work alongside pupils, parents and other education settings to ensure effective transition for SEN pupils
- timetable and allocate resources, and ensure the planned interventions are monitored and evaluated termly through scrutiny of records of intervention. monitor provision through lesson observation/intervention observation as part of the annual monitoring cycle. prepare for and chair annual reviews as required under the current CoP 2014

- lead in developing staff training regarding SEND.
- be appropriately qualified and have the skills required to meet statutory duties

This will be monitored using these indicators:

- Pupil tracking
- Review and evaluation of interventions
- Consultations with parents and pupils
- Annual Reviews
- Records of support services involvement

Provision for SEND

The CoP 2014 focuses on outcomes rather than need objectives. Parents and children should be involved as partners in the design of provision for SEN pupils.

The school intends that:

- Parents' knowledge and views are utilised as fully as possible in assessing and meeting the learning needs of their child.
- There will be ongoing consultation with pupils and their parents and their views will be respected and valued.
- Parent's input will be encouraged in supporting their child's learning at home.
- Systems will be in place, which enable all learners to talk about learning from their point of view.
- Parents know how to make a complaint if necessary.
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired.

We will achieve this in the following ways:

- Parents and pupils will be actively involved in reviewing termly Inclusion Passports
- Parents and pupils will liaise with SENDCo to complete the EHCAR.
- Parents will be encouraged to set long term desired outcomes for their child.
- There will be an 'open door' policy for parents, with the opportunity to make a further appointment for more detailed discussions.
- Access to a Family Support Worker (FSW) through Early Help.
- Access to Catholic Care.
- Full engagement of parents in annual reviews.
- Teaching Assistants trained to ensure all pupils, regardless of their communication needs, can make their views known.
- The complaints procedure is transparent and easily available to parents.
- School uses the local authority's Local Offer to inform the school offer.
- School website links to North Yorkshire Local Offer on SEND.

This will be monitored using these indicators:

- Regular contact with whole families
- Parent, pupil voice at annual review
- Involvement of parents in policy review
- % attendance at annual reviews and parents evenings
- Parent View on school website
- Pupil feedback through a range of mediums
- Complaints procedure followed

SEND information report

6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include information about: the kinds of SEND that are provided for, policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCo (mainstream schools), arrangements for consulting parents of children with SEND and involving them in their child's education, arrangements for consulting young people with SEND and involving them in their education, arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review, arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society, the approach to teaching children and young people with SEND, how adaptations are made to the curriculum and the learning environment of children and young people with SEND, the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured, evaluating the effectiveness of the provision made for children and young people with SEND, how children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND, support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying, how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector

organisations, in meeting children and young people's SEND and supporting their families, arrangements for handling complaints from parents of children with SEND about the provision made at the school.

St Mary's annual SEN information report can be found on the school website: https://www.stmaryscps.org/

Whole school approaches

All pupils are entitled to a broad and balanced curriculum, which is personalised to allow each pupil to make maximum progress. Teaching and learning will be sensitive to the needs of all learners and recognise different routes to achievement.

The school intends that:

- All teachers will adapt learning tasks on planning
- Appropriate support will be available for Pupils, including adaptations to the environment.
- The curriculum will reflect the needs of the current school community and will contribute to community cohesion - differentiated schemes of work, changes to the curriculum over time, themed curriculum reflecting the distinctiveness of the school.
- The curriculum will be planned to promote independence.
- Appropriate support will be provided to support pupils to access assessment and examinations.

We will achieve this in the following ways:

- The SENDCo/ Headteacher will offer advice on differentiation and strategies for meeting needs and preparing differentiated materials.
- The SENDCo will work with Headteacher to request access arrangements for tests

- Class Teachers contribute to the completion of whole school provision maps.
- Provision maps are on display so that staff, pupils and parents know what reasonable adjustments are available (https://www.stmaryscps.org/)
- All staff have appropriate access to up to date information about pupils with additional needs
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- Pupil independence is promoted at every opportunity

This will be monitored using these indicators:

- Pupils' work
- Attainment and progress shown by tracking
- Analysis of support to individual pupils through Records of Intervention
- Planning scrutiny
- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams

Individualised approaches:

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated
- Additional help will be sought appropriately from EPs, FSWs, NYCC Hub etc.
- Person-centred reviews will be held regularly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways.
- TAs will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known.
- Transition arrangements will be personalised to support additional need.

- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community

Specialist SEND provision

- SENCDo will work with other local schools to share best practice where necessary and appropriate

Assessment and Tracking

Early and accurate identification of learners needs is essential.

The school intends that:

- Assessments are accurate and consistent across school.
- Assessments are moderated internally and with other professionals beyond the school.
- Tracking identifies under achieving and under attaining pupils.
- Identified pupils receive timely intervention.
- Pupils are involved actively in assessing their own progress and knowing what are the next steps to achievement.

We will achieve this in the following ways:

- Effective transition arrangements
- Termly teaching assessment
- Use of BSquared and Sonar assessment tools throughout school
- Regular internal and cluster moderation meetings
- Expertise in the use of B Squared and Pre- Key Stage Standards
- Statutory testing as appropriate

- Termly pupil progress meetings

This will be monitored using these indicators:

- Analysis of test results
- Analysis of progress data
- Analysis of teacher assessments
- Analysis of progress of all vulnerable groups
- Monitoring numbers of pupils at Phase 1, School Support, with EHCP's
- Monitoring and evaluation of interventions
- Termly analysis of support to individual pupils to prioritise and implement interventions

Monitoring and evaluating performance

Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management.

The school intends that additional, focused monitoring will take place to ensure good life outcomes for this vulnerable group.

We will achieve this in the following ways:

- Provision for pupils with SEND is reflected throughout school self-evaluation
- Monitoring and evaluating of interventions, including their value for money
- Analysis of data examining the progress of different vulnerable groups
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Completion of statutory functions by the SENDCo related to referral for statement/ education health care plans, termly meetings and annual reviews.
- Work scrutiny with selected pupil groups

- Planning scrutiny
- Exam/test arrangements
- Focused monitoring by the SENDCo, LA adviser, SEND AC member
- Detailed discussions with families and pupils
- Progress through a variety of transitions
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school

This will be monitored using these indicators:

- Appointing an SEND Academy Council member who is a champion for pupils with SEND
- Academy Council member monitor data with respect to vulnerable groups
- Academy Council member challenge the leadership through informed questioning
- Undertake learning walks in school with a focus on SEND
- Meet with parents and pupils
- Ensure there is appropriate continuing professional development taking place for all staff with regard to SEND

Continuing Professional Learning for all Staff

All staff should be aware of the differing needs of the pupils they teach.

The school intends that:

- Staff will be provided with appropriate training in line with the school's priorities.
- Staff will receive regular updates on SEND legislation and policy.
- The training budget for staff is transparent

We will achieve this in the following ways:

- Having available a transparent training budget.
- Reflecting provision for SEND throughout the school self-evaluation form (SEF)

  Using training materials (e.g. National College) to provide in-school training in SEND.

This will be monitored using these indicators:

- Course attendance and dissemination to all staff
- Tracking of pupil progress to indicate impact of the training
- Classroom observations
- Pupil feedback
- Performance Management
- To educate and help every child reach his/her full potential
- To provide for the needs of the children – academic, emotional, physical, moral and spiritual - matched to each child's appropriate level
- To provide a broad, balanced and relevant curriculum designed to meet the needs of every child
- To ensure barriers to learning are removed by providing differentiated materials to enable the needs of the individual pupil to be met
- To ensure that the curriculum is accessible to all pupils and builds on previous knowledge and experience
- To provide a curriculum that follows the good practice guidelines of the Foundation Stage and the National Curriculum
- To give every child the opportunity to be involved in all aspects of school life
- To provide a partnership with parents, pupils and other professionals

Admission and Transfer Arrangements

- Admission arrangements are laid out in the school prospectus where criteria for priority of admission can be found

- When a child on our SEN register moves to a different school it is the responsibility of the SEN coordinator to make sure that all relevant paperwork is sent on as soon as possible
- If a child comes from another school it is the responsibility of the SEN coordinator to ensure any necessary paperwork arrives at our school
- High School transfer will be discussed at Year 5 Annual EHCP Reviews for pupils with an EHCP
- At Year 6 Annual Reviews the SEN coordinator or a representative from the relevant High School will be invited to attend
- Arrangements will be made for children with an EHCP to visit their chosen High School with their peers and if appropriate on another occasion in collaboration with the school.

Facilities for children with a physical disability

Ramp access is available into the Reception/Y1 areas. All areas of the school are accessible at ground level.

The toilet facilities near the entrance hall are designed for and are wide enough for wheelchair access. All access doors in the school are wide enough for wheelchair access. The school will take all reasonable steps to ensure that pupils with a physical disability [including visual or hearing impairment] are not placed at a disadvantage or treated less favorably than non-disabled pupils. We recognise that some children may need to be treated differently so that they have the opportunity to experience the same outcomes as other children.

Children who are unable to attend school because of medical needs

The school will notify the LA if a pupil is likely to be absent from school due to medical need for more than 15 working days. The named person will be responsible for liaising with other agencies as necessary and ensuring successful re-integration of the pupil into school.

Allocation of resources for pupils with SEN

Funds are allocated in accordance with the needs of the pupils, the current budgetary position and the School Development Plan. Money is delegated by North Yorkshire County Council to make provision for school inclusion and some EHCPs are maintained by the local authority.

The Academy Council members of the school are aware that some cohorts of children may require additional resources because of extraordinary needs and will take this into consideration when allocating funds on a year by year basis as advised by the Headteacher.

Decisions are made by the Headteacher, SLT and the SEN coordinator with regards to pupils with an EHCP, those with special educational needs and those with additional educational needs and recommendations are then discussed and approved by the Academy Council.

Arrangements for Inclusion

At St. Mary's we will ensure that all children are happy to be with us and feel able to work, play and socialise appropriately together. All barriers to inclusion and learning will be removed and the needs of individual children will be discussed and addressed. We will work closely with parents/carers to make it a school/parent partnership

Links to North Yorkshire Support Services and External Services

The SEN coordinator, with parental agreement, will seek advice from various agencies. These include:-

- NYCC Inclusive Education Service
- Educational Psychology
- Speech and Language Therapy Department
- Social Services

- Early Years Team
- 0-16 Unit [Health Visitor/School Nurse]
- SENDIASS
- Traveller Education Team
- Outreach Service
- Family Liaison Officer

Conclusion

At St Mary's, we value and celebrate the uniqueness of every child. We are committed to ensuring that all pupils feel valued, included and that they belong fully within our school community. We recognise each child's individual strengths, talents and contributions, alongside any additional needs they may have.

We aim to meet pupils' needs through high-quality inclusive teaching, reasonable adjustments and appropriate support within the classroom wherever possible. Where targeted individual or small-group support is beneficial, this will be carefully planned to complement classroom learning and promote progress, participation and independence.

We have high expectations for all pupils and seek to remove barriers to learning and participation so that every child can flourish and achieve their potential. Pupils, parents/carers, staff and relevant professionals work together to ensure that support is responsive to individual strengths and needs.

Our approach reflects our Catholic ethos: every child is known, loved, valued and supported to develop academically, socially, emotionally and spiritually as a full member of the St Mary's community.