



St Mary's C of E Primary Academy SEND Policy

St Mary's CE Primary Academy is an academy whose values are built on Christian foundations, encouraging mutual trust and respect for all. We aim to promote a Christian ethos and use our best endeavours to ensure that all children fulfil their potential.

All the children at St Mary's C of E Primary Academy have the right to access a broad and balanced curriculum which will: -

- Give progression
- Have coherence
- Be suitable to their needs

At St Mary's Academy we are committed to ensuring that all children become independent learners. We aim to identify children's individual and specific areas of need early and to make provision to meet their needs.

Principles

St Mary's bases its SEND policy and practice on the following principles:

- Open and honest communication (promoting successful liaison/communication between parents/carers, children, teachers and support agencies).
- A partnership approach between children, their parents/carers and academy;
- Appropriate and effective teaching and learning (knowing each child's individual development and learning needs and providing for them accordingly to ensure access to all areas of the curriculum).

St Mary's CE Primary Academy will fulfil local and national responsibilities as laid out in the following documents/statutory guidance;

- Special Educational Needs and Disability Code of Practice 0 – 25 years, Part 3 of the Children and Families Act, 2014
- The Equality Act, 2010
- Supporting Pupils with Medical Conditions, April 2014

Head Teacher's Responsibilities

- The Head Teacher will monitor the SENCo's role
- The Head Teacher is responsible for being aware of all the children on the SEND register
- For monitoring the correct level of provision is being provided for all SEND children
- For liaising with the SENCo as and when necessary
- The Head Teacher ensures that the academy complies with the Birmingham Admissions Policy regarding the admission of SEN pupils
- Ensure that there is an SEND policy and that it is implemented

SENCo Responsibility

Our Special Educational Needs Co-ordinator (SENCo) is responsible for the academy making its best endeavours to ensure that children at St Mary's, with special educational needs, get the support they need. The SENCo is responsible for making sure that all children with special educational needs and disability are included in the daily life at academy. We believe that children should be treated equally and wherever possible, reasonable adjustments are made so that they have access to the curriculum and extra-curricular activities, such as class trips, performances and after-academy clubs.

Other roles and responsibilities of the SENCo include;

- co-ordinating provision for children with SEND liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other academies, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and academy governors to ensure that the academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the academy keeps the records of all pupils with SEND up to date.

Responsibility of Teaching Staff

To ensure that this policy is effective staff need to:

- Identify children's individual needs, as early as possible in their academy life;
- Ensure that all children are included within the whole academy curriculum and have equality of opportunity;
- Provide an ITP/IBP which records targets, strategies and provision for that child which is additional to and different from any differentiated work planned;
- Consult and work with the SENCo;
- Consult and work with children and parents;
- Review ITPs/IBPs regularly;
- Consult with external agencies to provide an ITP/IBP, which records further achievable targets, strategies and provision of that child

- Ensure that children take an active part in learning and assessment, in reviewing their targets and celebrating success.
- Ensure that parents are fully informed and encouraged to be involved at all stages of the process.
- Support and monitor provision for children in their class with Special Educational Needs.
- Aim to ensure that children at St Mary's are positive about themselves and their efforts, are free from being bullied and that they have the opportunity to succeed and reach their full potential.

Definition of Special Educational Needs

'A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

(Taken from Code of Practice, 2014)

The Code of Practice identifies four areas of needs as follows:

- Communication and interaction (Difficulty with communicating with others, finding it difficult to say words/express themselves, understanding what is being said, difficulties with social interaction e.g. autism or asperger.)
- Cognition and learning (Learning at a slower rate than peers, even when appropriate differentiation has been put into place.)
- Social, emotional and mental health difficulties (This need can manifest itself in many different ways – withdrawal, isolation, challenging or disruptive behaviour, anxiety, depression, self-harming.)
- Sensory and/or physical (visual/hearing/physical impairment which prevents children from accessing educational facilities generally provided).

Children can have needs in more than one area.

Identification

Some children enter St Mary's with additional needs that have already been identified, for example a hearing impairment or mobility need.

In their daily work with children, teachers at St Mary's are responsible for assessing the children's learning and progress. Teachers are expected to use a variety of methods of assessment, including observation, children's work, questioning as well as tests. We have high expectations that all children will make progress through quality first teaching. If progress in an aspect of the child's work starts to slow or stop, teachers will explore why this may be happening. Teachers will also raise concerns about a child's progress, where disaffected learning behaviours might indicate an additional need and progress previously has been good.

At this point the teacher will talk to and involve parents and the child in discussing the concerns. The SENCo may be involved at this point, but not always. Further assessments may need to be made. This plan is referred to as an Individual Target Plan (ITP) This will be discussed with parents/carers and the child. Targets will be given and suggestions will be made about how parents/carers can support the child at home. The main focus initially will be on specific targets to be met through quality first teaching (QFT).

Timescales will be set, the plan will be implemented and provision will be made. If upon reviewing the provision it is deemed that a child requires further targeted (advanced) provision this will depend on the need but could involve any of the following:

- small group work
- paired work
- pre-tutoring
- extra guided sessions
- different teaching approaches e.g. specific ICT programmes such as Word Shark
- specific interventions such as sparkly folders (6 pocket folders)
- specific resources such as writing frames, specific practical apparatus in maths.

Teachers will continue to observe and assess the impact of the additional support and include the child in this process. There will then be a review meeting with the teacher, parent/carer and child to find out how the plan has supported the child to make progress. Review meetings take place termly.

At this meeting, a decision will be made, either to discontinue the additional support and provision because the child has made sufficient progress to close the gap, or to continue/adapt the support and prepare another plan.

If the child continues to make no or very little progress, a decision will be made about involving outside agencies.

This is referred to as a 'graduated' response.

At St Mary's, where a child's needs are being met within the class, by adapting teaching approaches, we call this quality first teaching or QFT advanced provision. This is because it is the class teacher's responsibility, with the support of the SENCo, to provide the additional needs by careful resourcing.

When an outside agency begins to be involved in assessing and providing support for the additional needs, we call this Enhanced provision.

If, after reviewing progress, there is still a concern about the additional needs of a child, longer term objectives may need to be considered, such as a Provision Plan and these will be broken down into smaller targets.

Education Health and Care Plans (EHCPs) are the outcome of a request for statutory assessment, submitted to the Local Authority (LA). This assessment is requested by the

Headteacher and a referral is made. The LA considers the need for a statutory assessment, and, if appropriate makes a multi-disciplinary assessment.

Individual Behaviour Plans (IBPs) are put in place when a child's additional needs manifest themselves in disaffected/disruptive behaviours. An IBP is the outcome of the same process of Assess, Plan, Do, Review cycle, where targets and provision are aimed at reducing the emotional/behavioural barriers to learning. Parents and children are involved in exactly the same way as for Individual Target Plans. These plans are reviewed on a regular termly basis and may lead to outside agencies being involved. The same graduated response applies.

Physical Disability ITP's

In some instances a child will not have a learning difficulty but will need a programme to support them to cope with a physical disability. An IEP will then be written with the assistance of all the relevant outside agencies. This will be implemented, monitored and reviewed in the same way as learning ITP's.

Links with External Agencies

Children at enhanced provision can benefit from the support of appropriate agencies. Children can be referred to a variety of support services by the SENCo with parental knowledge or permission. For example;

- Educational Psychology Service
- Pupil, Academy Support Service
- City of Birmingham Academy (behaviour support services)
- Barnardos
- Speech and Language Therapy
- CAMHS
- Academy Nurse
- Admission Arrangements

Children with Special Educational Needs are admitted providing the academy can meet their entitlement to full access to all areas of the academy curriculum. See also academy's admission policy.

St Mary's believes that working co-operatively with other professionals and settings is in the best interests of children. At key transition points (nursery to Primary or Primary to Secondary) the SENCo will be involved in information sharing about children. This may be through telephone conversations and/or academy visits.

We endeavour to support parents/carers of children with complex needs, in choosing the most appropriate educational setting for their child.

If a child moves from or to a new academy within the academic year information will be shared between academies to ensure a smooth transition.

Record Keeping

We keep records to help the teachers and the SENCo to track the progress of each child. These records may include; ITPs, IEPs, IBPs, language and literacy continuums, EHCPs, information from outside agencies and parent consultation records.

St Mary's Special Educational Needs Offer

The Code of Practice 2014 states that academies must set out their SEN Information on the academy's website. St Mary's SEN information is available to read in conjunction with this policy on the academy website.

Funding

Funds from the Notional SEN Budget are used to support SEN by:

- Purchasing resources
- Training teaching staff
- Paying salaries of support staff
- Facilities/Access for the Disabled
- There is wheelchair access, which is allocated at the front of the building through the main academy entrance and at the back of the building leading to the car park. There is a disabled toilet facility and a lift on site.

Policy agreed: September 2023

You can find the Birmingham Local Authority's local offer [here](#).