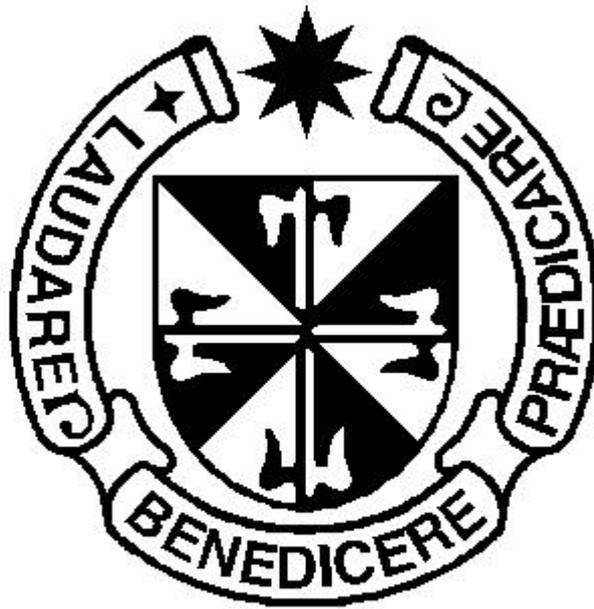


# St. Cuthbert Mayne Catholic Junior School



## Special Educational Needs and Disabilities Policy

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*“There are different kinds of spiritual gifts, but the same Spirit is the source of them all. There are different kinds of service, but we serve the same Lord. God works in different ways, but it is the same God who does the work in all of us. A spiritual gift is given to each of us so we can help each other.”*

1 Corinthians 12: 4-7

**Our Values and Vision for SEND provision**

“All children and young people are entitled to an education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This should enable them to:

- Achieve their best,
- Become confident individuals living fulfilling lives, and
- Make a successful transition into secondary education and later on into higher education and/or employment.” Code of Practice for SEN (2015)

At St Cuthbert Mayne Catholic Junior School, we strive to promote an inclusive education for all of our children, in a safe, warm and caring environment, where all pupils can learn, make progress and develop their full potential.

We ensure that a broad and balanced curriculum gives all children the opportunity to succeed and achieve their personal potential.

We seek to quickly identify and remove barriers which may hinder a child’s progress and ensure that high-quality teaching is differentiated and adjusted to meet the individual needs of each pupil.

We instill in our pupils an ‘I can’ mindset, and promote confidence and positive attitudes to learning.

We foster partnership and effective relationships with parents who we recognise and support as the primary caregiver and first teachers of their child. We ensure that the views, wishes and feelings of the child and parents are central to decision making about their support and what they want to achieve.

### **Identification**

“A pupil has SEN 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.” (Code of Practice for SEND, 2015).

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. Pupils are identified if making less than expected progress. This may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.

It can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The Code of Practice (2015) takes a graduated approach in providing support for pupils. Initially, the child’s needs will be met by the class teacher within high-quality teaching, planning, organisation and differentiation, with advice and support from the SENDCo. Children who are not making expected progress will be part of an in-class focus group and receive additional focus and teaching with their class teacher/teaching assistant or work with the SENDCo where appropriate.

If a child has recognised additional needs or they continue to work at a level significantly below that of their peers, the child will continue to receive additional support and differentiated teaching but may also work individually or with a small group with the SENDCo, on particular targets identified between the child, parents and class teacher on the child’s Learning Passport.

A child can be referred for Statutory Assessment if they meet the relevant criteria for their specific difficulty as set out by HCC and are not closing the gap with peers or making adequate progress using the support already in place for them. If a child is successful in their statutory assessment they will be eligible for an Education, Health and Care Plan (EHC plan). This will ensure closer working relationships between health services and those from social care as well as educational. Long term targets will be

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set, that will be reviewed by everyone working with the child at least once each year. A parent may apply for a personal budget if this is appropriate and the child meets the county criteria.

The school has a whole school 'Provision Map' of all pupils who are receiving support through Wave 2 (additional interventions to enable children to work at age-related expectations) and 3 intervention (additional highly personalised interventions- usually including 1:1 or specialist support) strategies. This runs alongside class provision maps that are updated termly.

### **Roles and Responsibilities**

Everyone in the school community- governors, staff, pupils and parents- has a positive and active part to play in ensuring that pupils with SEND achieve their full potential.

#### **The Headteacher has responsibility for:**

- the management of all aspects of the work of the school, including provision for SEND pupils
- the allocation of resources to and amongst pupils with SEND
- working closely with the SENDCo within school to track and review progress of pupils and assess the effectiveness of provision, analysing impact and setting appropriately high targets
- supporting parents and SENDCo in applications for EHC plan when appropriate
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors
- making reasonable adjustments to ensure that pupils with SEND participate fully in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs
- providing high quality and focused in-service training for staff that responds to a present need or anticipates the needs of pupils
- ensuring SEND Information Report is prepared and show that there are arrangements for the admission of disabled children
- ensuring that steps are taken to prevent all pupils with SEND from being treated less favourably
- ensuring facilities are provide to enable access for children with a disability and show how there are plans to improve accessibility over time.

#### **The Governing Body will ensure that:**

- they understand and have regard to the requirements of the SEN and Disability Code of Practice (2014)
- Inclusion and SEND provision is an integral part of the School Improvement and Progress Plan
- all policies are in keeping with the aims and values of the SEN policy
- there is a designated Governor with specific oversight of the schools arrangements for SEN and disability.

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- the Sites and Buildings committee is fully aware of and responds to the duty to anticipate what is required to prevent pupils with a disability from being disadvantaged
- SEND is always an agenda item in the termly Full Governing Body meeting
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- the quality of SEND provision is regularly monitored.

**The SENDCo is responsible for:**

- liaising and working in partnership with parents of pupils with SEND, to develop appropriate provision
- implementing the day-to-day operation of this policy
- co-ordinating the provision for pupil's special educational needs and disabilities
- monitoring and evaluating the impact of SEND provision
- supporting and advising colleagues in devising strategies and setting appropriate targets for pupils with SEND and monitoring the impact of these
- collating the relevant documents for and submitting requests for statutory assessments leading to an Education, Health and Care Plan
- organising and leading annual reviews of Education, Health and Care Plans
- identifying colleagues who may need additional support in providing for pupils with SEND and guiding towards the appropriate training
- contributing to the in-service training of staff and Governors
- managing Teaching Assistants and ensuring that interventions and targeted provision is delivered effectively to have the desired impact and outcomes and that these are evaluated
- attending INSET and appropriate courses
- maintaining the school's SEND and inclusion register and records and make relevant information available to Governors
- working closely with staff within school to track and review progress of pupils and the effectiveness of provision, analysing impact and setting appropriately high targets
- informing parents when school is making any special educational provision for a child
- liaising with external agencies for advice and support for specific pupils, providing a link between agencies, class teachers and parents
- in liaison with the Headteacher, regularly reviewing and renewing provision maps for SEND and inclusion across the school
- liaising with the SENDCos in receiving secondary schools and/or other primary schools to help provide a smooth transition for consistency and moderation
- attending termly meetings with local SENDCos for consistency and moderation
- developing an open partnership with parents so they are fully involved in all decision making regarding their children and ensuring that parents are regularly updated on their child's progress.

**The Class Teachers are responsible for:**

- having an inclusive environment that fully supports pupils with SEND in the classroom
- providing an appropriately differentiated curriculum for pupils with SEN through personalised planning and high quality focussed teaching
- drawing on the SENDCo's advice on strategies to support inclusion
- identifying pupils with SEND in conjunction with the SENDCo
- ensuring access to a broad and balanced curriculum using a range of teaching strategies
- setting suitable learning challenges/targets which are appropriate to the needs of the pupil
- keeping full, clear records to allow review of effectiveness and impact of all interventions
- responding to pupils' diverse needs for overcoming barriers to learning ensuring teaching assistants are carrying out/delivering work to help support specific pupils
- ensuring other colleagues are aware of pupil's needs
- attend and contribute to annual reviews, applications and reviews of EHCPs
- developing an open partnership with parents that clearly values their support and contribution to any decisions regarding provision for their child.

**Teaching Assistants are required to:**

- carry out activities and interventions planned by the class teacher and SENDCo
- keep full, clear records of work with pupils with SEN and contribute to the review of the effectiveness and impact of all interventions
- support pupils in whole class, small group and individual settings as required
- attend INSET where appropriate ensuring CPD
- be fully aware of the SEND policy
- model appropriate behaviour and encourage independence at all times
- support the school's open partnership with parents.

**Parents:**

- recognise the partnership they have with the school, and all other agencies working to meet the needs of their child
- understand that the school recognises that they have a unique insight into the needs of their child and consequently their input into decisions made to meet those needs is valued
- regularly liaise with the class teacher and SENDCo regarding their child's need and the provision the school has put in place
- support a joint learning approach between school and home

- attend and contribute to review meetings.

### **Admission arrangements**

We welcome all children to be part of our inclusive school community. Applications supported by an Education, Health and Care Plan will be considered and we will seek to meet parental wishes as far as is practical.

### **Allocation of resources for vulnerable pupils, those with SEN or who are disabled**

All schools in Hertfordshire receive funding for pupils with SEND in three main ways:

- The school budget covers teaching and curriculum expenses as well as the cost of the SENDCo
- The notional SEN budget covers additional support required; funds are allocated to the school through a formula to take into consideration the numbers of pupils with SEND, FSM (free school meals), etc.
- Additional funds are available through the 'Exceptional Needs Panel' for those children whose difficulties are regarded as being 'exceptional' within the county. Parents are made aware if an application is to be made for this funding.

### **Staff Training and Professional Development**

We have a commitment for all staff to gain expertise in the area of Special Educational Needs and regularly attend county or in-school training to develop our knowledge further.

### **Links with other agencies and support services**

St Cuthbert Mayne School has links with agencies which provide specific expertise, advice and support to assist with the provision for SEND. We will refer pupils and their parents to those agencies as appropriate. Permission to do so will always be sought first.

These may include:

- Educational Psychologist
- Speech and Language therapists
- Specific Learning Difficulty Base
- Occupational therapists
- Physiotherapists
- Dacorum Education Support Centre

- School Nurse, GPs
- SEND Specialist Advisory team
- Gade Family Support
- Families First
- CAMHS.

### **Transition**

The SENDCo works closely with both the infant and secondary schools in the summer term to discuss the needs and provision of any children with SEND and to ensure that appropriate 'transition plans' are put into place. Records and information will be transferred and additional transition visits are arranged to support the pupil with moving to their new school.

### **Complaints Procedure**

Should there be a complaint about the School's SEN provision, please contact the Headteacher.

**This policy should be read in conjunction with the school's Inclusion Policy, SEN Information Report and Local Offer.**

**Date: 2018**

**Review date: 2021**