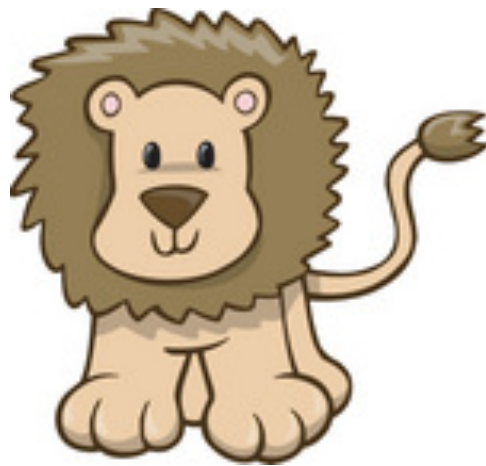


# St Mark's Catholic Primary School



## Special Educational Needs and Disability Policy

Proudly and joyfully we love, live and learn as God's  
children

### SEND Intent

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners.

### Statement of Inclusion

At St Mark's School we believe all children, no matter what gender, race, or ability, have the right to be educated alongside their peers where possible, and that each child has the right to be valued and respected in the community. We are committed to providing all our pupils with equal opportunities for learning and to helping them realise their full potential in a life-long learning process.

### Special Educational Needs and Disability (SEND) Provision

The school employs a SEN Co-ordinator, **Mrs Dykes**, who is responsible for overseeing all aspects of the management of SEN provision within the school and for helping to implement the learning objectives in SEN support plans.

The SEN Governor post is held by; **Dr Oke Bukola Awoyemi**

### Access to the School

The school is open-plan and set on two storeys. The EYFS, Year 1 and Year 2 department is housed on the ground floor and the Year 3, Year 4, Year 5 and Year 6 classrooms are on the first floor. Two staircases give access to the first-floor department, one at the front of the school and the other at the back.

There are four entrances:

- the main door at the front, which leads to the foyer, the school hall, the administrative section and the front staircase.
- the back door, which leads to the Key Stage Two staircase (Year's 3,4,5 and 6 classrooms), the back of the school hall and the back staircase.
- the side door, which leads to the Library
- Reception class have an entrance which leads directly into the classroom via a ramp
- the rear side door, which leads to the Year 1 cloakroom and Year 1 and 2 classrooms.

The car park is located immediately in front of the main entrance. The front entrance has a ramp. The remaining entrances involve negotiating a step.

There are 2 playgrounds at the back of the school, one for each Key Stage. Both playgrounds are reached by short flights of concrete stairs, and are enclosed by safety fences. An extensive playing field adjoins the Key Stage Two playground.

### Access to the Curriculum

All staff share responsibility for providing a broad and balanced curriculum, which is relevant and differentiated according to each child's needs. Teachers have high expectations for each child and liaise closely together, as well as with parents and support services, to achieve those expectations. The OFSTED Inspection of 2012 reported that "The achievement of disabled pupils and those who have special educational needs is outstanding because staff analyse their progress in depth and accurately identify their individual learning needs each half term. Actions to accelerate the progress of any who are falling behind are constantly refreshed to ensure individual needs are being effectively met."

### Behavioural Expectations

The OFSTED Inspection of 2012 reported that, at St Mark's; "Behaviour and safety are outstanding. Attendance levels are high, reflecting pupils' enjoyment of school. Their responsibilities as class ambassadors or learning leaders encourage extremely positive attitudes and a pride in belonging to St Mark's school. Excellent behaviour in lessons ensures that there is invariably a calm, purposeful atmosphere for learning. Pupils are kept safe and all are well cared for by staff before school in the breakfast club and throughout the day."

The policies for discipline and behaviour are regularly reviewed and, as with academic expectations, behavioural expectations for all pupils are high. The OFSTED Inspection of 2012 reported that "The highly effective promotion of pupils' spiritual, moral and social development contributes enormously to pupils' positive attitudes and high achievement."

Please see St Mark's behaviour policy here;

<https://www.stmarkrc.bham.sch.uk/wp-content/uploads/2021/06/policy-behaviour.pdf>

## Identification of and provision for pupils with special educational needs.

### Identifying Special Educational Needs

The current practice at St Mark's is to use the literacy and numeracy development of each child using learning ladder materials throughout the course of the year alongside termly assessments using PuMA and PiRA assessments. Teachers assess daily through work completed by the children as well as speaking and listening activities. This informs staff about progress made and continuing difficulties for SEN pupils, as well as alerting them to any potential problems in other children. Termly pupil progress meetings with senior members of staff assist us to identify children not making progress in line with their peers and enables the team to put support in place in the way of intervention plans.

Other means of identifying a child's special educational needs include:

- Using the Local Education Authority's Language and Literacy Continuum to assess progress against targets and to track the level of support needed to help a child. Not only are existing SEN pupils included in this termly update, but also any other children who are giving cause for concern.
- The Local Education Authority's Criteria for funding, usually employed to identify pupils who need an Education and Health Care Plan.
- Baseline Assessments in the Reception year.
- Standardised Assessment Tests (SATs) results in Year Two and Year Six and in-house assessments in Years Three to Six.

In addition to these means of identifying SEN the SEN Co-ordinator (SENCO) regularly checks with each class teacher any concerns they might have about pupils in the class.

### Providing for Special Educational Needs

- Wave 2 the pupil's class teacher or other adults involved express concern about the child's lack of progress to the SENCO. The classteacher provides as much information as possible and parents are informed. The problem is discussed and the classteacher and SENCO devise a support plan to address the perceived needs. This is delivered by the class teacher using resources available. Parents and pupil are invited to contribute to the support plan process.
- Wave 3 if, in spite of appropriate intervention, the problems continue and progress is limited, the school calls upon outside specialists to become involved. The SENCO arranges a review meeting for the class teacher, parents and pupil to discuss the situation and they, together with the specialist, plan a new Support Plan.
- Specialised Support Provision Plans (SSPP)
- When a child continues to experience significant difficulties a High Focus Support Plan review meeting is called and all relevant outside agencies contribute to drawing up a SSPP. Funding comes into school through this to support the pupil, and is reviewed. This money is allocated to school to use to provide for that pupils SEN ion the way/s it sees pertinent. The SSPP is reviewed annually in much the same way as an EHCP plan.
- EHCP Plans: in certain cases, if a child continues to experience significant difficulties the parents and school can request the Local Education Authority (LEA) to make a Statutory Assessment for an Education and health care plan. The LEA requires all the evidence to be submitted by everyone involved, and, on the strength of this and its own findings, makes and maintains a statement of the child's special educational needs. When an EHCP is given a new support plan is devised, a copy of which is forwarded to the LEA which gives smaller step targets.

## Record Keeping for SEND

### The Support Plan

The main documentation for keeping records for all SEN pupils is the Support Plan (a copy of which is included at the end of this document). The Support Plan includes the following information:

- the child's name and year group.
- the nature of concern regarding the child's difficulties.
- the outcomes by which progress can be monitored, using the norms of the literacy and numeracy curriculum or early years curriculum.
- the targets and tasks designed to address the child's needs.
- the provision offered (who will implement the targets and tasks, which teaching strategies will be employed and when those targets and tasks will be delivered).
- the date of the new Support Plan and the proposed date for its review.

### Drawing up the Support Plan

At the stage of Wave 2 the classteacher in consultation with the SENCO will draw up the Support Plan, and pupils will be part of the process in identifying their own learning needs. The pupils' parents will also be invited to participate by writing their comments onto the Support Plan at the Wave Two stage. At the Wave Two stage they will be invited to be part of pre-arranged meetings for the Review of Support Plans and the drawing up of the next one, which is completed by the class teacher.

The SENCO is responsible for supporting the class teacher and including any subsequent High Focus Support Plan or SSPP.

The focus of each Support Plan will be on a maximum of 3 or 4 areas of difficulty, which are additional to and different from the rest of the National Curriculum.

### Reviewing the Support Plan

The SENCO will arrange for the Support Plan to be reviewed regularly. The outcomes and targets will be the criteria for progress and any continuing concerns will direct the next steps to be taken. Pupils and their parents will be part of the review process and the new Support Plan will be drawn up in response to the Review. Outside specialists will be invited to contribute to the Support Plan reviews of pupils at the Wave 3 stage and of EHCP pupils where appropriate.

Teaching Assistants will also be part of the review process, where relevant. To ensure continuity the Support Plan Review at the end of the Summer Term will also involve the new classteacher for the coming academic year.

### Distributing the Support Plan

The class teacher will distribute each new Support Plan and reviewed Support Plan to:

- the pupil's parents.
- the pupil, where appropriate.
- the Headteacher.
- the SENDCo
- the new class teacher (at the end of the Summer Term).
- other teachers involved in implementing the Support Plan.
- the pupil's Teaching Assistant, where relevant.
- any outside specialists involved with the pupil.
- the LA, when necessary (e.g. when an EHCP has first been given).

### The Support Plan format

Staff at St Mark's use Pupil Friendly Support Plan which can be customised.

### Other Records

The SENCO will be responsible for collecting together all information pertinent to the SEN pupil's needs. This will include:

- National Curriculum records.
- SAT's results.
- Language and Literacy Continuum
- In school Literacy assessments
- results of other assessments from outside Agencies.
- medical records.
- social service records.

### The SEND Register

When pupils are identified with SEN their names will be put onto the Special Needs Register. The Register records name, date of birth and the dates on which the child is put on to any of the three stages (Wave One, Wave Two and EHC Provision), thus providing an immediate overview of the child's progress between stages.

### Annual Reviews for EHC Plans or Specialised Support Provision (SSPP) Plans

EHC Plans must be reviewed at least six months if the child is under five years or annually if older to assess progress and to make any necessary amendments.

The SENCO will arrange Annual EHC Plans Reviews or SSPP Reviews and those invited to contribute to and attend the meeting will include:



- the parents.
- the headteacher (where necessary)
- the classteacher.
- the teaching assistant.
- any outside specialists directly involved with the child.

The pupil will also be part of the Annual ECHP Review process or SSPP Reviews where possible.

Prior to the meeting the school will request written information from parents about their child's progress. This information will be sent to all other involved parties for any additional comments and the total advice will then form the basis of discussion at the review meeting. Invitations to the meeting will be sent two weeks beforehand.

Copies of the report of the meeting will be forwarded to the LEA and everyone involved (and to the child where appropriate). Should it be necessary to bring the proposed date of the Annual EHC Plan Review or SSPP Reviews forward (e.g. imminent secondary transfer) the SENCO will make the appropriate arrangements.

### Discontinuing SEND Provision

The aim of all SEN provision is to meet the perceived needs of certain pupils in such a way that they make the progress needed to operate academically or behaviourally on a par with their peers. A large number of children have their names on the SEN Register at some point in their school careers and, because of the timely and appropriate intervention they have received, make sufficient progress to end all concerns and have their names removed.

The SENCO informs the parents in writing and then reviews the pupil's progress through liaison with the class teacher and specific assessment if appropriate.

## Safeguarding

St Mark's school staff are aware that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. We recognise that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration



- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or deputy) and the SENCO.

We have considered extra pastoral support and attention for these children with the use of drawing and talking therapy, Mr Ried, our learning mentor. We also ensure, wherever possible, appropriate support for communication is in place.

Further information can be found in the DFE's

- [SEND Code of Practice 0 to 25 years](#), and
- [Supporting Pupils at School with Medical Conditions](#). And from specialist organisations such as:
- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS) – SENDIASS offers information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: [Find your local IAS service \(councilfordisabledchildren.org.uk\)](http://councilfordisabledchildren.org.uk)
- [Mencap](#) – Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Please see St Mark's Safeguarding and Child Protection Policy [here](#);

<https://www.stmarkrc.bham.sch.uk/wp-content/uploads/2021/06/policy-safeguarding.pdf>

### Partnership with External Agencies

St Mark's calls upon a wide-ranging number of external agencies to help support the needs of individual pupils, particularly those pupils with ECHP's or those at the Wave 3 stage of the Code of Practice. The external agencies and their assigned specialists are:

**Local Authority Support Services:****Pupil and School Support; Ruth Rainsford**

<https://accesstoeducation.birmingham.gov.uk/pupil-and-school-support/>

Educational Psychology Dr Tavelah Robinson

<https://www.birminghameducationsupportservices.co.uk/Services/4524>

0121 303 0100

**Communication and Autism Team: Dawn Fisher**

<http://www.autismeducationtrust.org.uk> 0121 303 1792

**Health Services:****Speech and Language Therapy:**

<http://www.bhamcommunity.nhs.uk/about-us/clinical-services/children-and-families/services/childrens-speech-language-therapy-service/referral-to-the-service/>

0121 465 5419

**School Nurse Service;****Name: South Central School Nurse Team**

Address: 34 Lansdowne St, Birmingham B18 7EE Telephone: 0121 245 5750

<https://www.bhamcommunity.nhs.uk/patients-public/children-and-young-people/services-parent-portal/birmingham-school-health-support-service/birmingham-shas-school-nursing-teams/>

**Social Services and Other**

CAHMS: <http://www.birmingham.gov.uk/camhs> 0121 333 9193

Social Services; <http://www.birmingham.gov.uk/health> 0121 303 1888

City of Birmingham School (COBS) <https://www.cobschool.com>

CADMAS Inclusive <https://www.cadmusinclusive.co.uk>

Parent

**Partnership with Parents**

Partnership; 0121 303 5004

### Notification with Parents

The Class Teacher and SENDCo notifies parents when a child is identified with SEN or when there is any change in SEN status.

Other notifications to parents include:

- new Support Plans and reviews of Support Plans.
- requests for permission for external specialists to work with their child.
- reports of work carried out by external specialists with their child.
- suggestions that their child should be checked for hearing or visual difficulties.
- any special intervention offered by the school to support SEN pupils.

### Involvement of Parents

The school involves parents of SEN pupils by:

- inviting them to contribute to the Support Plan process.
- encouraging their support at home, either by letter or by direct contact with staff to explain what is required to best achieve success.
- offering specific invitations to meet with the Principal, class teacher or SENCO to discuss any concerns that may have arisen.
- arranging an appointment to meet with the Principal, class teacher or SENCO on Parents' Evenings.

### LA Parent Partnership Services

All LAs are required to provide a Parent Partnership Service which seeks to inform, advise and support parents of SEN pupils on all aspects of their children's needs. The Service offers help with any complaints or disagreements parents may have with the school or with the LA concerning their child's education by providing impartial mediation and conciliation support. The Service works closely with schools and other important agencies. The school notifies parents about this service and offers the LA's information pack upon request.

