

St. Mary Magdalene's RC Primary School, Burnley

SEND Policy

2022-23



School Mission Statement:

St. Mary Magdalene's is a Roman Catholic School.

Within our community, we seek to live within the Catholic faith as a family.

Each child is a gift valued as a unique individual made in the image of God the father, Son and Holy Spirit. We seek to share our ethos

through prayer, forgiveness, loving, sharing and caring. In all aspects of life,

we follow the teachings of Jesus and through prayer we are guided by asking ourselves,

'What Would Jesus Do?'

'Love one another as I have loved you'

School name	St Mary Magdalene's RC Primary School
SEN Governor	<p>The Head Teacher and Governing Body</p> <ul style="list-style-type: none"> • Fulfils its statutory requirements to secure the necessary provision for any pupil identified as having Special Educational Needs in accordance with the Code of Practice 2014 and the SEND reforms 2022 are considered. • Ensures that all teachers are aware of the importance of providing for all children. • Are involved in developing and monitoring the School's SEN policy, information report and contribution to the local offer. • Mrs Libby Reed is the current Governor with responsibility for SEN. She has regular contact with the SENCO and the Senior Management of the school to keep up-to-date with, and monitor the school's SEN provision and reports back termly to the full governing body.
SENCo (include contact details and qualifications)	<p style="text-align: center;">The school's SENCO is Miss Natalie Round, a member of SLT; they can be contacted at: nround@st-marymagdalenesrc.lancs.sch.uk</p> <p style="text-align: center;">On a fortnightly basis, we also have Mrs Claire Ashton an Education Consultant from ADys Specialist Ltd.</p> <p>The SENCO</p> <p>In line with the recommendations in the SEN Code of Practice 2015, the SENCO will be responsible for the following:</p> <ul style="list-style-type: none"> • Overseeing the day-to-day operation of the school's SEN policy • Co-ordinating provision for children with SEN • Liaising with the relevant Designated Teacher where a looked after pupil has SEN • Advising on the graduated approach to providing SEN support • Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively • Liaising with parents of pupils with SEN • Liaising with early years providers, other schools, 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 Head Teacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements • Ensuring that the school keeps the records of all pupils with SEN up to date.

	<ul style="list-style-type: none"> The SENCO will lead INSET sessions for the school staff on specific SEN issues.
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Date of policy	September 2022
Review date	September 2023 or sooner if any changes need to be made

Who was involved in creating the policy and how	Mrs B Loughran; Head Teacher, Mrs Jackie Graham; Deputy Head Miss Lauren Keenan; Pastoral
Reference to statutory legislation and guidance	Children & Families Act 2014 Equality Act 2010 SEND Regulations 2014 SEND Code of Practice 2015 and SEND reforms 2022
Links to other in-house policies relevant to SEND	<p>Relationships policy 2022</p> <p>Anti-Bullying policy 2022</p> <p>Anti- cyber bullying policy 2022</p> <p>Safe internet use 2022</p> <p>Equality policy 2022</p> <p>Gift and talented policy 2022</p> <p>Medical: Supporting pupils with medical conditions policy 2022</p> <p>Intimate care policy 2022</p> <p>Accessibility policy 2022</p> <p>Complaints procedures policy 2022</p> <p>School Safeguarding policy 2022</p> <p>Data protection 2022</p>
Our values and vision for SEND in our setting	In keeping with the Catholic ethos of the school we recognise that <i>'Each child is a gift valued as a unique individual made in the image of God the father, Son and Holy Spirit'</i> with his or her own individual needs. All teachers have a responsibility for providing all children with a broad, balanced and relevant curriculum, which is differentiated, as far as possible, to meet the needs of each child. We aim to ensure that every child develops to his or her full potential and that the school and parents do everything possible to ensure that each child is included fully in all aspects of school life and is happy, well-motivated and achieving.

	<p>Aims</p> <ul style="list-style-type: none"> • St Mary Magdalene’s RC Primary School aims to raise the aspirations of and expectations for all pupils with SEN. • We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs. In line with our accessibility policy 2022 across environment and curriculum. • Teachers provide adapted learning opportunities for all the children within the school and provide materials appropriate to children’s needs. This ensures that all children have a full access to the school curriculum. In line with the Equality Act 2010. • We aim to close and remove the gap in attainment between students with special educational needs and other groups of learners to ensure that all students realise their full potential. • English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are EAL as part of our provision for vulnerable learners. • We strive to make a clear distinction between “underachievement” and special educational needs. • Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up. • Other pupils will have special educational needs and this may lead to lower-attainment. It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential for the success of these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.
<p>Definition of SEND, including what it is not, and other factors that may affect progress and attainment</p>	<p>Code of Practice 2015 definition of 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.</p> <p>A child of compulsory school age or a young person has a learning difficulty or disability if he or she: 16</p> <ul style="list-style-type: none"> • 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’ (COP 2015:15) <p>Children will have needs and requirements which may fall into at least one of four areas. Many children will have inter-related needs. The areas of need are:-</p>

	<ul style="list-style-type: none"> • communication and interaction • cognition and learning • social, emotional or mental health difficulties • sensory and/or physical <p>Whilst these four categories of need broadly identify aspects of primary areas of need for children and young people, at our school, we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.</p> <p>Our school places a high importance on early identification, assessment and provision for any child who may have special educational needs. The earlier action is taken, the more responsive the child is likely to be to ensure that they can fulfil their potential. Any of the following may trigger a concern:</p> <ul style="list-style-type: none"> • Parents/carers • Child • Class teachers • Teaching Assistants • Records transferred from other schools. • Support services
<p>Definition of SEND provision/SEN support</p>	<p>St Mary Magdalene’s RC Primary School adopts a graduated approach to SEN where a number of steps are taken before students are added to the SEN register. As previously, stated the School ensures that the highest quality-first teaching is a key element to all lessons. We recognise that it is the role of the class teacher to provide for every pupil’s individual needs and steps to ensure that pupils have appropriate adjustments and good quality personalised teaching should always be undertaken before pupils are considering as having SEN.</p>

Concern

- Teacher Identifies a concern
- Parental Concern
- External professional concern
- Attendance concern
- Child raises concern
- SEND Data Analysis
- Raised at pupil progress meetings

Assess

- Referral placed on CPOMS (school monitoring system)
- Member of staff raising concern contacts home to discuss with parent/carer
- Information gathering by the SENCO
- Observation may be completed by SENCO to ascertain needs and QFT techniques to put into place

Plan

- SENCO collates information and devises suitable strategies, accessing advice from external professionals if required
- Discussion between SENCO and class teacher
- Strategies formulated by SENCO and support detailed on the intervention provision map

Do

- Class teacher contacts home to discuss strategies
- Staff implement strategies and adaptations as per plan
- Targeted interventions carried out
- Transition plan in place if attendance is a concern
- Strategies implanted for 6-8 weeks
- Access to CPD for staff as required

Review

- Feedback gained from staff on success of strategies on the plan
- Student voice and parent voice
- Decision made depending on progress and feedback. This may be:
 - 1) Strategies are successful and student is able to engage. Continue with universal strategies
 - 2) Further cycle of assess, plan, do, review strategies to build on what worked and tweak those that didn't
 - 3) Pupil requires provision which is over and above that which would normally be available to others their age: consider adding to SEND register
- Contact made with parents/carers to discuss review
- Parents / carers invited into school to discuss.
- Learning Plan generated and any further referrals completed
- Decision made by SENCO, in conjunction with parents, as to any onward referrals required.

We comply with the Code of Practice 2015 and children are only identified as having SEN if they do not make adequate progress once they have had all the interventions, adjustments and good quality personalised teaching put into place.

If students do not make adequate progress as a result of quality-first teaching, then students are assessed to identify their individual needs as the first stage in the 'assess-plan-do-review' cycle. Assessments which can be carried out were mentioned in the previous section and are linked to the pupils presenting difficulties to ensure a complete picture is achieved. Parents/carers and the child are fully informed and communicated with through this assessment process.

Once an accurate assessment is completed, a decision is made whether to add the pupil to the SEN register at SEN Support level. Where the decision is made not to add the pupil, the SENCO will send suggested strategies and adjustments to all staff and provide support for the parent/carer and child. Where the decision is made to add the pupil to the SEN register, parents/carers and the child are invited in to meet with the Class teacher and SENCO with support if needed to create a plan for support based on the child's individual needs. Currently a POP (Pupil overview of provision).

The School adopts a pupil-centred planning approach and the child is fully involved in the decision making regarding their support. Pupil voice is recorded on the POPs where children reflect on their progress and set new targets. As a result of this meeting the pupil will have a POP (written with the help of the Class Teacher.) and an action plan which identify short term outcomes for the pupil as well as the support in place to ensure they meet them. This is then communicated to all staff working with the pupil to ensure consistency of approach. All staff working with the children have access to the shared drive where all POPs are located. Support is then put in place and a termly review date set.

Parents/carers and the child are invited to the review process through either a meeting with the class teacher or through Class Dojo and pupils progress is reflected upon to see if they have made progress towards their outcomes. The action plan will then be reviewed and new outcomes identified if students have been successful. Where students have not made progress then an increased level of provision will be put in place as part of the graduated approach. This process then continues throughout the year.

The levels of support a student receives as part of the graduated approach are as follows:

- High quality-first teaching.

	<ul style="list-style-type: none"> • Students are now entered onto SEN register with a POP • Support could include: Enhanced quality first teaching support strategies, group interventions and 1:1 interventions and support as detailed on the POP, T.A. in-class support; withdrawal sessions or specific interventions. This is not an exhaustive list as support is decided on an individual basis. • Some students receive support from outside agencies and their suggestions are adopted and communicated to all staff and the parents/carers. • EHA (Early Help Assessment) process <i>MAY</i> begin. A EHA is a shared assessment tool for use across all children's services in England. It helps in the early identification of needs of children and young people and promotes a coordinated approach on how those needs should be met. It covers all aspects that affect a child's development, from health, education and social development, through to housing and family relationships. • A EHA is the only assessment that can be used by practitioners in all agencies in England that deliver services to children and young people. It enables information sharing between professionals but in regard to SEN this is always discussed and agreed with parents when the EHA form is completed. • A TAF (Team Around the Family) meeting is where a multi-agency response has been identified from the EHA assessment and plan. It is an opportunity for family and practitioners to discuss how additional needs can be met. • A request could then be made to the L.A. for an Education, Health and Care Plan (EHC Plan) and support is received through high needs funding if a child has made limited progress even with a high level of support put in place or high level of support is needed for the child to make expected progress. Remembering the legal test that the child may have special educational needs that may need provision of an Education, Health Care Plan level.
Our objectives	<p>The objectives of our SEN policy and practice at St Mary Magdalene's are:</p> <ul style="list-style-type: none"> • To identify and provide for pupils who have special educational needs and additional needs. • To work within the guidance provided in the SEND Code of Practice 2014.

	<ul style="list-style-type: none"> • To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs. • To provide a SENCO who will work with the SEN Inclusion Policy. • To provide support and advice for all staff working with special educational needs pupils. • To develop and maintain partnership and high levels of engagement with parents. • To ensure access to the curriculum for all pupils.
Our approach to identification	<p>The school recognises that early identification is essential. At St Mary Magdalene's we identify children with SEN as early as possible, through regular contact with Early Years settings, children's centres, and liaison with parents at initial home visits and by teacher assessment at the start of the Foundation Stage year.</p> <p>Teacher's are responsible for all the children in their care and are the first person to become involved in the support needed for the individual child through quality first teaching. They are also responsible for the up keep on the SEN documentation through the termly review process.</p> <p>Teaching Assistants are a valuable part of the support for students with SEND. They work under the direction of the class teacher to deliver targeted 1:1 teaching, as detailed in a child's POP and focused in-class support whilst encouraging independence through scaffolding.</p> <p>Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. (For details of assessments used at each phase please refer to assessment policy.) In addition to school assessments we occasionally request additional diagnostic assessment from outside agencies including tests for reading, spelling and mathematics and sometimes assessments from Educational psychologists.</p> <ul style="list-style-type: none"> ▪ The school uses PIVATS assessments in KS1, and in KS2 showing how far below the national expectations the child is working • Their performance monitored by the teacher as part of ongoing observation and assessment • Standardised screening or assessment tools • Assessment from outside agencies. <p>This is not an exhaustive list as identification and assessments are linked to the needs and requirements of the individual pupil. Both the child and their parents are fully involved in the identification and assessment process which is detailed in the graduated response flow chat (as above).</p>

The School also carefully considers areas of need which are not categorised as SEN but may impact on progress and attainment including disability, attendance and punctuality, health and welfare, English as an additional language, being in receipt of pupil premium or being a looked after child. The School strives to ensure that the first teaching of the highest quality is applied in all of these circumstances where all pupils have access to an outstanding, personalised education which is differentiated to their needs and requirements in order that there is no gap between these students and their peers. The School also adopts the ‘reasonable adjustment’ duty under current disability and equality legislation as outlined in the Code of Practice 2014 and Equality Act 2010.

In accordance with the Code of Practice 2014 the School will not identify behaviour as a Special Educational Need. Any concerns relating to a child or young person’s behaviour will be described as an underlying response to a need which we will be able to recognise and identify clearly, for instance a social or emotional difficulty.

	What	Who	How
ASSESS	Initial Concern	Parents / School	Professional Dialogue Discussions with Parents Learning walks Pupil Progress Meetings
	Classroom adaptations and/or targeted support in class	Class teacher Teaching Assistants	Examples may include: Classroom Positioning Organisations Aids (Task Ladder etc) Coloured Overlays Focus Group with CT/TA 5 a day principals from the EEF SEND in mainstream guidance

		Targeted and time-limited small group interventions	Teaching Assistants under the direction of the Class Teacher	Usually in withdrawal for limited periods Extra Provision is Recorded – this is known as ‘Provision Mapping’ this is detailed on the POP along with quality first teaching techniques and any 1:1 support	
		Further information gathered	Parents / pupil / colleagues / SENCo	Professional Dialogue Discussions with Parents	
		Possible further adaptations and/or additional targeted support in class	Class teacher Teaching Assistants SENCo / Inclusion Lead		
		Observation and or additional assessments	SENCo or specialist teacher	Examples may include: reading assessments, processing assessments, maths assessments	
	PLAN		Parents informed of intention to make additional provision	Class Teacher	Meeting if possible Telephone call
			Pupil added to SEN register	SENCo	
			SEN Pupil Profile created	Class teacher / Parents / SENCo / Pupil	This is an overview of a pupil’s additional needs
			Pupil Overview of Provision (POP) written (usually*) with 1, 2 or 3 Specific, Measurable, Attainable, Realistic, Timed (SMART) targets	Class teacher with support from SENCo.	Parents are involved throughout the POP process in discussions with the Class teacher. They are encouraged to help pupils to meet their targets and are kept informed when targets are met and/or adjusted.

	DO	1:1 teaching towards POP targets	Delivered by TA, supervised by Class Teacher	Little and often, as specified on the POP
		Progress towards POP targets monitored	TA, supervised by Class Teacher. Pupils are involved in this process	Weekly (Through the Weekly Monitoring Sheet). Checked by CT every 2-3 weeks
		Revision of POP targets	Class Teacher	As and when necessary (when targets met or adjusted)
		Teachers and/or Teaching Assistants access Continuing Professional Development courses to enhance their understanding of a specific difficulty relating to a child in their class	Class Teachers (Need identified by CT, SENCo and/or Senior Leadership)	When appropriate
	REVIEW	Full review of POP 3 times per year (See below)	Class teacher (informed by weekly monitoring)	Evaluations of POPs sent home to parents. Parents view and pupil view also sought and recorded on the POP
		SEN Pupil Profile updated annually	Class teacher / Parents / SENCo / Pupil	Significant changes mid-year will also result in an update.
	Our partnering approach to involving parents/carers/children/young people	<p>We believe that parents have a fundamental role to play in helping children to learn. We do all what we can to inform parents about what and how their children are learning by:</p> <ul style="list-style-type: none"> • Holding parents' evenings twice a year (autumn and spring) to discuss children's progress and parents of children on the SEND register are given extra time with the class teacher • Sending an annual report (summer term) to parents in which we explain the progress made by each child and indicate how the child can develop their learning • Holding annual welcome meetings at the start of each school year to explain relevant developments in their child's education, the expectations for each year group and to explain to parents how they can support their children with homework 		

	<p>We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:</p> <ul style="list-style-type: none"> • Do their best to keep their child healthy and fit to attend school and ensure that their child has the best attendance record possible • Ensure that their child is equipped for school and for taking part in activities • Inform us if there are matters outside school that are likely to affect a child’s performance or behaviour at school • Promote a positive attitude towards school and learning in general <p>Fulfil the requirements set out in the home/school agreement</p> <p>We believe that children should play a major part in the target setting process and are involved in planning and evaluating their POPs (Pupil Overview of Provision). Furthermore;</p> <ul style="list-style-type: none"> • Teachers will share targets with the children and they will be involved in setting and agreeing their POP targets • Learning objectives will be discussed daily with the children during work linked to their targets • Children’s views will be sought for the annual reviews • Children complete questionnaires about their thoughts surrounding the provision in place for them and how they are included in school life. This information is then used to inform future practice within the school, classroom and with the individual child • As part of the review process children are asked review their targets termly as part of the monitoring process of the graduated response. These are recorded on the POP. • Pupil Interviews are conducted throughout the year by all members of the SLT as well as Subject leaders, with children receiving SEN support and support from an EHCP included in this process
Record keeping, monitoring and data management	<p>Information collected about a pupil’s SEN is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupil’s parents, the Head or the SENCO, unless the school has Safeguarding concerns.</p> <p>Confidential information regarding a pupil’s SEN is kept in the pupil’s SEND file in a locked cabinet. If information on a pupil is required from the file, the information on that pupil will be removed and returned promptly.</p> <p>The SEN File will contain copies of the original documents; pupil passports; action plans; minutes from meetings; assessment information; Education and Health Care Plans; Medical Care Plans. The SENCo keeps this file.</p>

	<p>The TA's keep a file for their key students including POPs; action plans; equipment and resources; differentiated work. This is not shared with the students.</p> <p>The SEN register and assessment data is held electronically on the School's network which cannot be accessed by the students.</p> <p>When information needs to be disposed of (e.g. removal from the SEN register, changes to circumstances), the School confidentially disposes of such data on request. The school complies with GDPR regulations on keeping all data safe and secure.</p> <p>The Head Teacher and Governing Body</p> <ul style="list-style-type: none"> • Fulfils its statutory requirements to secure the necessary provision for any pupil identified as having Special Educational Needs in accordance with the Code of Practice 2015. The Governors must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all pupils who have SEND. • Ensures that all teachers are aware of the importance of providing for these children. • Are involved in developing and monitoring the School's SEN policy, information report and contribution to the local offer. • L. Reed is the current Governor with responsibility for SEN. She has regular contact with the SENCO and the Senior Leadership of the school to keep up-to-date with, and monitor the school's SEN provision and reports back termly to the full governing body. <p>The member of staff responsible for child protection (DSL) is Lauren Keenan (Pastoral Manager) and pupil premium is Bridget Loughran (Head Teacher).</p>
Funding	<p>Funding for SEN support</p> <p>6.95 All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools forum, which is also applied to local academies. School and academy sixth forms receive an allocation based on a national funding formula.</p> <p>6.96 Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.</p> <p>6.97 It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The SENCO, headteacher and governing body or proprietor should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.</p> <p>6.98 This will enable schools to provide a clear description of the types of special educational provision they normally provide and will help parents and others to understand what they can normally expect the school to provide for pupils with SEN.</p> <p>6.99 Schools are not expected to meet the full costs of more expensive special educational provision from their core funding.</p>

	<p>They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.</p> <p><i>Code of Practice 2015</i></p>
Working with external partners	<p>The School follows the National Curriculum however there are a number of specialist provisions available for students who need additional support to access mainstream education. The School uses information from Early Year Providers and Parents alongside our own baseline assessments carried out on entry to identify students with additional needs. Students may access support from a number of internal and external services. These include:</p> <ul style="list-style-type: none"> • The curriculum is adapted and tracked back to ensure progress in the acquisition of basic skills. • There is a provision which provides targeted intervention for Social Skills development and communication during lunch times which is led by the Learning Mentor. • The school is currently using visual communication aids.(widgets) • The School liaises with Lancashire EMHP to support identified children with SEMH needs on a 1:1 basis, small groups, class sessions or through parent led support. • Pastoral Manager works across Key Stage 1 and 2 to ensure that identified students achieve appropriate outcomes in Key Stage 2. She also supports children with behavioural challenges which are impacting on their learning. • Literacy Intervention. IDL (Indirect Dyslexia Learning) is being used in school for reading and spelling. • Numeracy Intervention. A number of interventions are currently being used and audited to ensure high levels of progress including Power of two. • Speech and Language Intervention. The School works closely with the NHS SALT and staff from the Early Years have received training and programmes to deliver in school. In key stage one selected children are involved in an intervention called Talk boost which supports communication skills. • The school engages with the local authority Educational Psychologist to work as a collaborative partner in supporting children.

	<ul style="list-style-type: none"> • As well as a wide range of internal provision, the School has links with a number of outside agencies including: • Specialist teacher service ADYs specialist limited. • SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Services) Tel: 0300 123 6706 Monday to Friday 8am to 5pm. Email: information.lineteam@lancashire.gov.uk <p>See also http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx.</p> <ul style="list-style-type: none"> • East Lancashire Child and Adolescent Services (ELCAS) • Health Care Professionals • Social Care Professionals • At Y6 transition, the SENCO provides information on request to the local feeder Secondary Schools about children with SEN who have chosen to go there. For pupils with EHC Plans, the SENCO arranges a meeting with the SENCO from the chosen Secondary School, the class teacher at St Mary Magdalene’s, the parents and the child during the summer term prior to transition. <p>This is not an exhaustive list as pupils will be referred as a need arises.</p>
Supporting transition	<p>To support all the Y6 children with their transition to high school, a member of staff from each of the receiving secondary schools visits them and meets with their class teacher. All children are invited to attend open days at their new school in the Summer Term. Additional visits to their new school can be arranged for pupils with SEND, supported by school staff if necessary. These usually take place in the Summer Term; the number of additional visits will depend on the needs of the child. The SENCOs of the two schools will make sure all relevant inclusion information is transferred to ensure a smooth transition. This may be at a meeting and parents may be invited if requested. For children with an Education, Health and Care Plan, a more formal Transition Meeting involving all parties may be arranged to plan the transition process.</p> <p>Prior to your child starting at St Mary Magdalene’s the EYFS class teacher, family support worker and SENco (where appropriate) will meet with the child’s parents and the child at home as well as arranged a meeting with the child’s nursery during the Summer term. During the meeting we discuss any provisions needed and bespoke transition plans to be put in place before the child starts in the Autumn term.</p>

	<p>Where children with SEND move to another primary school, the SENCo will contact the SENCo of the receiving school to ensure all relevant information is shared.</p> <p>Parents planning such a move of their child, especially if their needs are more complex, are encouraged to give as much notice as possible to school so that all necessary arrangements can be put in place prior to the move.</p>
Pupils with medical conditions	<p>The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.</p> <p>Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school's policy on medical needs can be found on the school website at https://smmrcburnley.school/policies/</p>
Safeguarding	<p>All children are taught about anti-bullying, friendships and staying safe through a combination of age-appropriate PSHE (Personal, Social, Health Education) lessons and daily whole-school assemblies. Anti-bullying week encourages children to recognise when to speak to members of staff if they are worried especially during playtimes. Children with specific difficulties may be teamed up with a buddy to ensure their inclusion, safety and well-being on the playground. Additionally, all staff (including welfare) are made aware of vulnerable children and, if appropriate, a key worker may be allocated to a specific child. Online-Safety is taught in an age appropriate manner throughout the school, recognising the potential dangers and issues on the Internet. Pupils' views on safety, bullying and attitudes to risk are sought through the annual Pupil Attitude Questionnaire. Any bullying incident is dealt with in accordance with the school's anti-bullying policy, which is available on the website and from the office on request. The school has nominated, trained staff to deliver 'Kids Safe' - a safeguarding curriculum for children in Year groups 1-6. In accordance with legislation, the school has a Designated Senior Person (DSL) and two deputy DSLs to deal with issues related to Child Protection and Safeguarding. All staff receive regular Child Protection awareness training. School is compliant with Keeping children safe in education (2022) as well as the NSPCC guidance on safeguarding children with SEND as its made clear that children who have SEND are at an increased risk of abuse compared to children who do not have SEND and they also face more barriers to receiving the protection and support they need when they have been abused.</p>
Staff training	<p>The school has a personalised programme of continued professional development for all staff. This includes development areas for the whole school, specific groups of staff and individual staff who are supporting specific areas of SEN. This approach allows us to develop expertise across all classes, within classes and for individual children and ensures inclusivity for all children. Examples of the CPD includes:</p> <ul style="list-style-type: none"> Termly updates on statutory requirements for all staff groups Identified whole school training i.e. vocabulary, dyslexia, ADHD Identified group training on whole school focus areas i.e. class teachers use of PIVATS, teaching assistants supporting children in maths

	<p>Specific training for a class i.e. epilepsy training, HI</p> <p>Specific training for a group of staff i.e. implementing a specific intervention e.g. IDL</p> <p>Individual focus for supporting a specific area i.e. autism, Noonan’s disorder, supporting physical difficulties</p> <p>SEND updates on the SEND reforms following the ‘Green paper’ of March 2022</p> <p>SEND in mainstream guidance from the Education Endowment foundation training</p> <p>Precision teaching for staff</p> <p>All staff review their CPD records annually and targets are identified through the appraisal process. Whilst CPD is aligned with the needs of the children currently in school consideration is given to developing expertise and ensuring sustainability of skills over time.</p>
<p>Requesting EHC needs assessment</p>	<p>If a child has lifelong or significant complex difficulties they may undergo a Statutory Assessment Process which is usually requested by the school, but can be requested by the family. These assessments take place where the complexity of need or the lack of clarity around the needs of the child is such that a multi-agency approach is needed.</p> <p>Information from a variety of sources, including parents/carers, teachers, SENCOs, social care and health care professionals is combined to form an Education, Health and Care (EHC) Plan assessment. If it is decided that the child’s needs are not being met by the support that is ordinarily available, an EHC plan is provided. Parents have the right to appeal against the content of an EHC plan. Once the plan has been agreed it will be reviewed annually.</p> <p>Parents/carers and the child are fully involved in every step of this graduated approach and the school meets with parents/carers three times a year to discuss progress in addition to the annual review where a child has an EHC plan. Parents/carers are also encouraged to contact the SENCO at any time during the year where they have questions or concerns.</p> <p>Further details regarding statutory assessment and EHCPs can be found on the Lancashire local offer www.lancashire.gov.uk/localoffer</p>
<p>Children with EHC plans</p>	<p>All EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:</p> <ul style="list-style-type: none"> • progress on actions towards agreed outcomes • what we appreciate and admire about the child • what is important to the child now • what is important to the child in the future • how best to support the child

	<ul style="list-style-type: none"> • questions to answer/ issues we are struggling with • action plan <p>Any amendments to the EHC Plan will be recorded. The SENCO will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the LA.</p> <p>Further information about EHC Plans can be found via the SEND Local Offer: http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx</p>
Complaints process	<p>The Head, SENCO and all staff are committed to providing the very best education for all children. However, there may be occasions when a parent is not satisfied with their child’s provision. They should first request a meeting with the SENCO or class teacher to outline the area of concern. Should this not resolve the matter, the next step is to arrange a meeting with the Head and SENCO when the issues can be discussed and addressed.</p> <p>Should this not resolve the matter and if there is still cause for complaint, it will be forwarded to the Chairman of Governors and the correct procedures will take place in accordance with the School complaints procedure, the complaint being managed by the Head.</p> <p>If parents are still not satisfied then they can request support from the Lancashire Parent partnership or LA Resolution of disagreements service, telephone and contact details can be supplied upon request.</p>
SEN information report	<i>September 2022</i>
Appendices	Jargon buster for SEND POP