

# St Mary Magdalen's Primary School



*The family of St Mary Magdalen's is  
Centred on Christ to create  
Inquisitive individuals  
Who feel empowered to  
Engage in the world in which they live*



## SEND POLICY

**Date of Implementation:** Autumn 2024

**Date of Review:** Autumn 2025

**Signed SENCO:** Mrs M Clark

**Signed SEN Governor:** Mr N. Bird

### Our Ethos/Vision

At St Mary Magdalen's Catholic Primary School we aim to continue to provide high quality education for all the children in our care, recognising individual talents and ensuring that opportunities are provided so that all can reach their full potential. As a Catholic school we follow Catholic values that seek not only to achieve excellence intellectually, but also spiritually and we strive to ensure that every child within school is nurtured so that they may grow to become confident, caring and compassionate young people.

Our Vision for the education of all at our school is based on five core underlying principles:

- **Search for excellence**: all are given every opportunity to develop their talents to the full
- **Uniqueness of the individual**: all are valued and respected as individuals so that they may be helped to fulfil their unique role in creation.
- **Education of the whole person**: preparing our children for their life as Christians in the community.
- **Education for all**: a duty to care for the poor and those who are socially, academically, physically or emotionally disadvantaged
- **Moral Principles**: offering experiences founded on Gospel values so our children are prepared to serve as witnesses to moral and spiritual values in the wider world.

### Definition of SEN and Disability (SEND)

At our school, we use the definition for SEN and for Disability from the SEND Code of Practice (2015):

**SEN:** A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that is made generally for others of the same age in a mainstream setting in England.

**Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

### Key Roles and Responsibilities

- Mrs. A Goodwin is the Head Teacher
- Mr. N Bird is our designated SEND Governor.
- Mrs M Clark is our designated Special Educational Needs Coordinator (SENCo)

Our designated SEND Governor has the responsibility for monitoring policy implementation and liaising between the SENCo and the Local Governing Committee.

It is the SENCO's job to:

1. Oversee the day-to-day operation of the school's SEND policy.
2. Liaise with the relevant Designated Teacher where a looked after pupil has SEND.
3. Advise teachers on using a graduated approach to providing SEND support.
4. Advise on the deployment of the school's delegated budget and other resources to meet the pupil's needs effectively.
5. Liaise with parents/carers of pupils with SEND.
6. Liaise with and be a key point of contact for external agencies.
7. Ensure that the school keeps the records of all SEND pupils up to date.
8. Work with the head teacher and school governors to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements by phoning the school on **0191 581 3055** or sending an email to: [\\_office@stmmschool.co.uk](mailto:_office@stmmschool.co.uk)

Aims and Objectives

**Aims:** At St Mary Magdalen's all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them, against national data, and based on their age and starting points. We will ensure that we will give all pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident and inquisitive individuals; who feel empowered to engage in the world in which they live.

**Objectives:**

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre.
- To develop effective whole school provision management of support for pupils with special educational needs and disabilities.
- To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice (2015).

### Identification of needs

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil. The Code of Practice refers to four broad areas of need:

**Communication and Interaction** - these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic, including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can affect how they relate to others.

**Cognition and learning** - children with learning difficulties learn at a slower pace than their peers, even with appropriate adaptive teaching methods. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

**Social, Emotional and Mental Health difficulties** - children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, or disruptive behaviour. These behaviours may reflect underlying mental health difficulties. Other children may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or attachment disorder

**Sensory and/or physical** - some children require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. Many children with Vision Impairment (VI), Hearing Impairment (HI) or a Multisensory Impairment (MSI) will require specialist support and /or equipment to access their learning.

## A Graduated Approach to SEN Support

Where a pupil is identified as having a special educational need we follow a **graduated approach** which takes the form of cycles of “**Assess, Plan, Do, Review**”.

This means that we will: use ongoing and termly assessment strategies as listed above to identify individual needs. This is done by staff who know the children, and who work together to identify progress and to identify gaps in learning.

Targets and interventions are planned using a Support Plan and records are kept by the appropriate adults (Teacher or Support Staff). Different children require different levels of support to achieve age related expectations, and we expect that parents/carers would work with us, alongside any other appropriate, external agencies.

These actions are reviewed each term and caregivers are invited to do this with us. The views of the children and their caregivers are taken into consideration throughout the process and are consulted during targeted time and throughout their interventions. All information is shared with parents/carers at Parent Consultation events, or in meetings with the SENCO.

- **Assess:** The child’s special educational needs.
- **Plan:** The provision to meet your child’s aspirations and agreed outcomes.
- **Do:** Put the provision in place to meet those outcomes.
- **Review:** The support and progress.

As part of this approach every child with SEN will have an individualised SEND Support Plan that describes the child’s needs, outcomes & provision to meet those needs. Parents/carers and child/YP (where appropriate) views are integral to this process.

## SEND Provision

We adapt the curriculum and learning environment for pupils with SEND in a number of ways, depending on the nature of each children’s needs. Such strategies include:

- Adaptative teaching (and homework).
- Additional small group support with a teacher or support staff.
- Additional resources e.g) word banks, number squares, concrete resources
- Teaching activities to be adapted to the preferred learning style of the child e.g) practical approach or use of visual cues.
- Use of ICT to support learning.
- Individual behaviour systems/charts.

- Adaptation of Curriculum resources or classroom displays.
- Targeted interventions to support specific difficulties.

### Managing the needs of Pupils on the SEND Register

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Plans are reviewed termly with parents and caregivers. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

### Criteria for removing pupils from the SEND Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with Quality First Teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

### Requesting an Educational, Health and Care (EHC) needs assessment

A small percentage of children and young people with significant and/or complex needs may require an assessment that could lead to an Education, Health and Care Plan.

Where the child or young person has not made expected progress despite having provision specific to their needs during at least 2 cycles of Assess, Plan, Do Review, the school or parents may consider requesting an Education, Health and Care needs assessment. An EHC Assessment may not always result in an EHC Plan.

For more detailed information see the Local Offer.

### Supporting parents/carers and children

We are committed to working with and supporting parents/carers and their children. If you would like to discuss your SEND requirements in detail please contact the school to arrange an appointment.

### Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g. an extra adult to accompany a child on a school trips/residentials. Specific staff have training to support particular needs, e.g. technical knowledge to maintain auxiliary aids and equipment. The Head Teacher is responsible for the administration of medicines and health care plans/protocols.

### Monitoring and evaluation of SEND

We continuously ensure that the provision has a positive impact on the outcomes for all of our children/young people. We do this in a variety of ways, including:

- Book scrutinies.
- SENCO/SLT/Governor meetings.
- Learning Walks.
- Robust evaluation of policy and practice.
- Pupil voice.
- SEN Support Plan Reviews.

### Training and development

Staff of St Mary Magdalen's school are constantly updating their SEND knowledge and understanding with regards to individual needs. Training needs are identified in response to the needs of pupils.

Recent training:

Colourful Semantics

Attention Autism

Intensive Interaction

Sensory Regulation in the classroom

Precision Teaching

ELSA training

Writing effective SEND plans

Making sense of symbols

The SENCO attends network meetings within Durham Local Authority and keeps up to date with SEND developments within the Bishop Chadwick Catholic Education Trust.

### Storing and Managing Information

Pupil records and SEND information may be shared with staff working closely with SEN pupils to enable them to better meet the individual child's needs. We are grateful to caregivers for their information sharing and openness and respect their confidentiality. Pupil SEND files are kept in a locked filing cabinet. Individual SEND files are transferred to receiving schools when pupils leave St Mary Magdalen's.

### Safeguarding Children with SEND

The Keeping Children Safe in Education document recognises that children with SEND can face additional safeguarding challenges. These challenges are reflected within the school's child protection policy, training provided to staff and the pastoral support which children access on a daily basis.

### Complaints

We hope that complaints about our SEND provision will be rare, however, if there should be a concern, the process outlined in the school Complaints Policy should be followed.

### Key Documentation

The following documents have informed this guidance which parents may find helpful:

- Special educational needs and disability code of practice: 0-25 years <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Special educational needs and disability: a guide for parents and carers <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- Supporting pupils at school with medical conditions [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf)
- Keeping children safe in education 2024 <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

### Related School Policies/Documents

Safeguarding Policy, Accessibility Policy, Admissions Policy, Anti-Bullying Policy, Behaviour for Learning Policy, Medical Needs and Medication Policy, Complaints Policy, Equality Policy, School Curriculum Policy



