

St Marks Catholic Primary School

Proudly and Joyfully we
Love, Live and Learn as gods children



Head Teacher: Mr S Murphy

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 part-time 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 pupils' Individual Education Programmes.

The SEN Governor post is held by; Mrs L Taylor

Access to the School

The school is open-plan and set on two storeys. The Key Stage One department is housed on the ground floor and the Key Stage Two department on the first floor. Two staircases give access to the Key Stage Two 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 cloakroom, the back of the school hall and the back staircase.
- the side door, which leads to the Infant Library and Reception classroom.
- the rear side door, which leads to the Key Stage One cloakroom and 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.

The School Governors annually review disability issues and report their decisions in the School Profile which is sent to all parents.

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."

Identification of and provision for pupils with special educational needs.

Identifying Special Educational Needs

At St Marks Catholic Primary School, we identify pupils where:

- Progress is significantly slower than that of peers starting from same baseline.
- Teaching is unable to match or better the child's previous rate of progress.
- Teaching is unable to close the attainment gap between the child and peers therefore widening the attainment gap.

In school we use a variety of different ways to assess whether a child or young person has special educational needs. Some of these ways include:

- Observations.
- Assessments.
- School based test results/tracking and monitoring.
- Information from parents and carers.
- Information from the child or young person.
- Specialised assessments carried out by members of the school's support services.
- Information from previous schools or settings.
- Results from end of key stage assessments.
- Discussions with adults who work with the child or young person.
- Half 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 Raising Achievement Plans (RAP's)

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

- The Local Education Authority's Continuum of each school's Special Needs pupils, drawn up each November. Not only are existing SEN pupils included in the Audit, but also any other children who are giving cause for concern.
- The Local Education Authority's Criteria for Special Provision (CRISP), usually employed to identify pupils who need a Statement of Special Needs.
- Baseline Assessments in the Reception Year.
- Standardised Assessment Tests (SATs) results in Year Two and in-house assessments in Years Three to Six.

Once a child or young person is identified as having a special educational need, a graduated approach to support is taken. The child or young person's needs will first be assessed, then support will be planned, carried out and then reviewed. At the review any necessary changes will be made.

Providing for Special Educational Needs

- Wave 2 the pupil's classteacher 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 SEND 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 SEND 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 SEND Support Plan.
- Proposed Provision Plans
- When a child continues to experience significant difficulties a High Focus SEND Support Plan review meeting is called and all relevant outside Agencies contribute to drawing up a CRISP and a Proposed Provision Plan. Funding comes into school through the CRISP Profile, and is reviewed annually. This money is allocated to school to use to provide for that pupils SEN ion the way/s it sees pertinent. The PPP is reviewed annually in much the same way as a Statement of Educational Needs.
- EHC Plans/Statements: 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 a Statement of Special Needs is given a new SEND Support Plan is devised, a copy of which is forwarded to the LEA.

- Statements are undergoing a change and all Statements of Special Educational Needs will be converted into EHC Plans over the next three years. All new assessments will be automatically changed over. We will keep parents up to date on this process as it happens.

Record Keeping for SEND

The SEND Support Plan

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

- the child's name, date of birth, home language 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 pupils' views and those of their parents.
- the dates on which outside specialists have been involved.
- the date of the new SEND Support Plan and the proposed date for its review.

Drawing up the SEND Support Plan

At the stage of Wave One, the classteacher in consultation with the SENCO will draw up the SEND 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 SEND Support Plan at the Wave One stage. At the Wave Two stage they will be invited to be part of pre-arranged meetings for the Review of IEPs and the drawing up of the next one, which is completed by the SENCO.

The SENCO is also responsible for drawing up any subsequent High Focus SEND Support Plan or Proposed Provision Plan.

The focus of each IEP 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 SEND Support Plan

The SENCO will arrange for the SEND Support Plan to be reviewed at the end of each term. 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 SEND Support Plan will be drawn up in response to the Review.

Outside specialists will be invited to contribute to the SEND Support Plan reviews of pupils at the Wave 2 and above stage and of statemented/EHCP pupils.

Learning Support Assistants will also be part of the review process, where relevant.

To ensure continuity the SEND Support Plan Review at the end of the Summer Term will also involve the new classteacher for the coming academic year.

Distributing the send Support Plan

The SENCO will distribute each new SEND Support Plan and reviewed SEND Support Plan to:

- the pupil's parents.
- the pupil, where appropriate.
- the Headteacher.
- the classteacher.
- the new classteacher (at the end of the Summer Term).
- other teachers involved in implementing the SEND Support Plan
- the pupil's Learning Support Assistant, where relevant.
- any outside specialists involved with the pupil.
- the LEA, when necessary (e.g. when a statement has first been given).

The SEND Support Plan format

Staff at St Mark's use Pupil Friendly SEND Support Plan's 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.
- SEND language and literacy continuum
- In school Literacy assessments completed by the SENCo
- 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 Statements or EHC Plans or Proposed Provision Plans

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

The SENCO will arrange Annual Statement/EHC Plans Reviews or Proposed Provision Plan Reviews and those invited to contribute to and attend the meeting will include:

- the parents.
- the headteacher.
- the classteacher.
- the learning support assistant.
- any outside specialists directly involved with the child.

The pupil will also be part of the Annual Statement Review process or Proposed Provision Plan Reviews.

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 Statements and EHC Plan Review or Proposed Provision Plan Reviews forward (e.g. imminent secondary transfer) the SENCO will make the appropriate arrangements.

Discontinuing SEND Provision

The aim of all SEND 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 SEND 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.

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 statements or those at the Wave 2 stage of the Code of Practice. The external agencies and their assigned specialists are:

Local Authority Support Services:

Pupil and School Support; Scott Johnson

<http://www.birmingham.gov.uk/pupilandschoolsupport> 0121 303 8288

Educational Psychology; Lynne Lewis

<http://www.birmingham.gov.uk/eps> 0121 303 1793

Birmingham SENAR: <http://www.birmingham.gov.uk/senar> 0121 303 1888

Communication and Autism Team: Michelle Williams

<http://www.birmingham.gov.uk/access-to-education> 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; Warren Farm School Nurse Team, NorthSN

<http://www.bhamcommunity.nhs.uk/about-us/clinical-services/children-and-families/services/school-nurses/> 0121 465 5105

Occupational Therapy: <http://www.bhamcommunity.nhs.uk/about-us/clinical-services/adults-and-community-services/occupational-therapy/> 0300 555 1919

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

Parent Partnership; 0121 303 5004

Partnership with Parents

Notification with Parents

The SENCO immediately notifies parents in writing and at an informal meeting if possible, when a child is identified with SEND or when there is any change in SEND status. Previous discussions between parents and the headteacher, classteacher and SENCO often occur before any such step is taken, but formal written notification always follows.

Other notifications to parents include:

- new SEND Support Plans and reviews of SEND 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 SEND 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 headteacher, classteacher or SENCO to discuss any concerns that may have arisen.
- arranging an appointment to meet with the headteacher, classteacher or SENCO on Parents' Evenings.

LEA Parent Partnership Services

All LEAs 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 LEA 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 LEA's information pack upon request.

Reviewed: September 2016
Next review: September 2017