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**Special Educational Needs and
Disability Policy
(November 2018)**

Our Mission Statement

Our Mission Statement emphasises our aim for every child to achieve his or her potential and celebrates the uniqueness of every individual within the family of St. Mary's Catholic Primary School. It is therefore our clear duty to give every support to our special needs children.

In accordance with the ethos and mission statement of St. Mary's Catholic Primary School, we pledge to respect the equal human rights of all our pupils and to educate them about equality. We will also respect the equal rights of our staff and other members of the school community. We will comply with all equality legislation and be particularly mindful of the need to protect pupils and all other members of our community from homophobic, biphobic and transphobic (HBT) bullying in order to make all children feel safe and welcome.

Introduction

This document is a statement of the aims, principles and strategies for provision for children with Special Educational Needs and Disabilities at St. Mary's Catholic Primary School.

This policy was most recently updated in July 2018. This policy complies with the guidance given in Special Educational Needs and Disability Code of Practice 0 – 25 (2014).

Governors approved this policy at a meeting of the Catholic Ethos, Performance and Standards sub-committee on Wednesday 7th November 2018.

Purpose of the Policy

This document provides a framework for the identification of and provision for children with special educational needs and disabilities. It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying the identification and provision for children with SEND.

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need and Disability might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need and Disability. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.

We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.

- Some pupils in our school may be underachieving but will not necessarily have a special educational need or disability. 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 genuinely have special educational needs and/or disabilities and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs and disabilities 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 ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

Aims

- To fulfil our Mission Statement as a Catholic school, committed to Christ's ministry by ensuring that all children are valued equally for the individual contribution they make to the school and the whole curriculum. That they are respected for their individual talents and needs.
- To provide inclusive education and ensure all pupils have access to the National Curriculum.
- To secure high levels of achievement for all.
- To ensure the earliest identification of any special need which may arise during the school life of the child, in recognition that all pupils may have special educational needs and/or disabilities at some time in their school career.
- To enable all teachers and teaching assistants to be actively involved in meeting the needs of children with SEND.
- To foster a close partnership between home, school and parish, encouraging parental involvement in assessment, decision making processes and supporting their child's learning.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Principles

It is the aim of the school that each child should realise his or her maximum potential in a caring, supportive environment, which provides equal opportunities. All pupils have individual needs. Many of these can be met within the normal environment of the classroom through a differentiated curriculum.

We ensure through the arrangements described in this policy that pupils experiencing difficulties in English, Mathematics, Speech and Communication, with their Social, Emotional and Mental Health and with Physical Disabilities are identified and their needs are met.

Objectives

- The progress of all pupils in school will be continually monitored to identify needs as they arise.
- Needs will be identified and support provided as early as possible.
- A child with SEND will have their needs met.
- The views of the child will be sought and taken into account.
- Parents/carers have a vital role to play in supporting their child's education. They will be involved at every stage in plans to meet their child's needs; their views will be recognised and valued.
- Children with SEND will be offered full access to a broad, balanced and relevant education through differentiated planning by class teachers, SENDCO and support staff as appropriate.
- Specific input, matched to individual need, will be provided in addition to differentiated classroom provision, for pupils SEND.
- Progress of pupils with SEND will be reviewed to provide the most effective and relevant provision.
- All members of the school community will perceive pupils with SEND positively.

Definition of Special Educational Needs

Children have SEN if they have a learning difficulty, which calls for special educational provision to be made for them. We recognise that children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age;
- They have a disability which prevents or hinders them from making use of education facilities that are generally provided for children of the same age in schools within the area of the local education authority;

There are four broad categories of SEN:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory

Definition of disability

A disabled child has a physical or mental disability, which has an effect on their ability to carry out normal daily activities. Physical or mental disability includes: sensory impairments, severe disfigurements and hidden disabilities, e.g. mental illness/mental health problems, diabetes, and epilepsy. The effect of the disability must have a substantial and long-term effect on the child's ability to carry out normal day-to-day activities.

Roles and Responsibilities

All members of the school community – teaching and non-teaching staff, parents, pupils and governors – work towards the schools aims by:

- Helping in the implementation and development of the policy.
- Being fully aware of the school's procedures for identifying assessing and making provision for pupils with special educational needs.
- Indicating a commitment to a partnership approach to provision.

The Governing Body

The Governing Body will be responsible for determining the school's general policy and approach to SEND. They will ensure that the school communicates to parents:

- School procedures for identifying, assessing and meeting the SEND needs of the children.
- The arrangements for monitoring and keeping records of the progress of children with SEND.
- The use of the Local Authority and other external agencies.

The SEND Link Governor is: **Mrs Arlene Broadhurst.**

The Head Teacher

The Head Teacher works towards the schools aims by:

- Ensuring legal requirements are carried out.
- Ensuring staff responsibilities are carried out.
- Liaising and working in partnership with the SENDCO
- Keeping the Governing Body fully informed.

The headteacher is responsible when, under certain circumstances, the National Curriculum may be suspended or adapted for a child with special educational needs. In order to do this the Head Teacher must inform parents, the Governing Body and the Local Authority.

The Head Teacher is: **Mr Jon Murray**

The Special Educational Needs Coordinator (SENDCO)

The SENDCO has responsibility for the day-to-day operation of the SEND policy and co-ordinating provision for pupils with SEND. The SENDCO has Qualified Teacher Status and has gained the statutory accreditation PGCERT National Award for SEN Coordination. The SENDCO is a member of the Senior Leadership Team and works in partnership with the Head Teacher and other senior leaders. The SENDCO works towards the schools aims by:

- Maintaining and develop a system of recording children's progress.
- Observing pupils in class.
- Supporting all staff in order to meet the needs of children with SEND
- Assisting Class Teachers and other professionals in the development of suitable programmes for children who need learning support.
- Liaising with colleagues in early education settings and secondary schools.
- Developing a relationship to foster links between home and school to ensure parents/guardians are kept informed of their child's progress.
- Arranging meetings and liasing with outside agencies.
- Liaising and working in partnership with Head Teacher.
- To liase, advise and consult with other members of the team.
- To chair and contribute to review meetings providing reports as appropriate.

The SENDCO is: **Mrs Jan Robinson**

Teaching and Learning

Teaching SEND pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking in to account the differences in pupils' abilities, aptitudes and interests. Class teachers have the overall responsibility for the education of all children in their class, including those with special educational needs and disabilities. All teachers must differentiate work to meet the needs of the children in their class. The class teacher is responsible for devising and implementing each child's Pupil-Centred Plan (PCP) in consultation with the SENDCO and ensuring that all relevant staff are aware of the targets.

Arrangements for Coordinating SEN Provision

'SEN Support' is the terminology now used in place of the terms 'School Action' and 'School Action Plus'.

Wave 1 (Universal Provision)

All learners will have access to Quality First Teaching and this is also the first route of provision for pupils who may have SEND. This ensures that they have access to age related expectations. Quality First Teaching includes focused differentiation by ability. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.

Provision for all pupils is reviewed half termly via Individual Pupil Profile Interviews (IPPI). Pupils causing concern may be recorded on a 'Cause for Concern' record sheet by the class teacher.

Wave 2 (Catch-up)

For some pupils, Quality First Teaching (including access to a differentiated curriculum) may be complimented by interventions or catch up programmes. These usually take place in the afternoons. This may be pupils who are underachieving and not necessarily pupils with SEND.

The class teacher may arrange for additional intervention as part of Quality First Teaching to take place. Where Quality First Teaching and a differentiated curriculum do not accelerate progress the class teacher and SENDCO may consider placing the pupil on the SEND Register. Pupils considered as SEND will continue to be tracked using the whole school tracking system (IPPI).

Wave 3 (SEND Support)

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is 'additional to' or 'different from' the well differentiated curriculum offer for all pupils in the school; i.e. – they have a special educational need as defined by the SEND Code of Practice 2014.

When a pupil is placed on the SEND Register, parents/carers and the pupil are informed; and their views taken into account. A Pupil Centred Plan (PCP) is generated by the class teacher in consultation with the SENDCO. This is then shared with parents/carers and the pupil at termly review meetings.

PCPs record what is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning.

The SENDCO may carry out or direct teaching staff to undertake additional assessment procedures in order to ensure that PCP targets are specific to the needs of the pupil with SEND. The SENDCO may also arrange for assessments or advice to take place by outside agencies such as an Educational Psychologist, Advisory Teacher or Speech Therapist in order that the needs of the pupil can be met. Targets on PCPs will take into account any such advice.

Wave 3 (EHCP)

On the rare occasions where a pupil has significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan (EHCP).

Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their statement/plan.

Our school will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget at an earlier stage.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local authority policy and guidance.

In order that pupils are included in our SEND provision

- Termly IPPI meetings take place – pupils may be identified as ‘Cause for Concern’
- Any ‘Cause for Concern’ record is passed to the SENDCO who will then monitor the pupil’s progress
- An assessment of the pupil’s ability may take place in order that the pupil is given appropriate levels of SEND support.
- PCPs will be reviewed regularly (at least termly) at a PCP review meeting with parents/carers and the pupil (when appropriate) alongside the SENDCO and class teacher.
- Pupils identified as SEND will receive support that is *additional to* and *different from* the normal differentiated classroom curriculum. This may take place inside or withdrawn from the classroom and may be 1 to 1 or small group intervention.
- Where ever appropriate, entry and exit point assessments will take place to ensure that the pupil is making progress towards the targets on their PCP.
- The SENDCO may consult with outside agencies in order to further meet the needs of SEND pupils
- Pupils who have an Education Health Care Plan (EHC) may receive a higher level of support from a designated member of staff and/or receive support from one of the LEA support services.
- Provision mapping is reviewed annually by the SENDCO and Head Teacher in line with current pupil needs educational initiatives and the budget. Support timetables are then adjusted to meet the needs of the pupils.

Admission Arrangements

Children with special educational needs and/or disabilities are admitted to St. Mary’s Catholic Primary School in accordance with the school admission policy. However this is dependent on the governors being satisfied that the child’s needs can be met by the school and support services.

Prior to starting school, parents/guardians of children with an Education Health Care Plan (EHCP) pending will be invited to discuss the provision that can be made to meet their identified needs.

Specialist Provision/Facilities

- There are no SEND units at St Mary’s Catholic Primary School
- Mrs Jan Robinson (SENDCO) has a BA Hons Degree in Special Educational Needs and the statutory accreditation PGCERT National Award for SEN Coordination. She has received training in specialised programmes to support and lead on various aspects of SEND.
- Teaching Assistants have received various training in aspects of SEND to enhance their professional development. This is an ongoing process.

Additional Facilities for pupils with SEND

Through our SEND resources we aim to provide a multi-sensory approach to learning. Allocation of resources will be according to need and SEND funding.

- In addition to the ICT suite, which is used by all pupils, there are a number of laptops and ipads in school. This offers the opportunity to develop ICT to assist children with SEND within lessons.
- Software is available to support inclusion in the mainstream school for children with SEND.
- Designated workspace within the Central Resource Area for small group and 1 to 1 sessions.
- Specialist equipment such as sloping boards, specialist chairs and footplates are available as appropriate.

Allocation of resources

Mrs Robinson oversees the coordination of SEND provision and allocates resources. Mrs Robinson uses her SENDCO release time (half a day per week) in order to coordinate this provision and liaise with outside agencies. Additional release time is sought on a needs basis. Teaching Assistants are used to support children with SEND under the guidance of the class teacher. They keep intervention records and implement entry and exit point assessments under the guidance of the SENDCO. Resources for SEND are purchased from an annual allocation and are kept in a central location. Additional resources are purchased on a needs basis.

Identification, Assessment, Monitoring and Review

All teachers at St Mary’s Catholic Primary School are committed to ensuring that this SEND policy becomes practice. It is the class teacher’s responsibility to ensure progress for all pupils including those with SEND. We believe in early intervention and therefore it is essential to have good liaison, so that programmes of study and other information can be passed on. The SENDCO will liaise closely with all staff. This ensures continuity and allows for the Code of Practice procedures to be followed.

Initial Identification

- Home/School liaison begins in the term prior to admission.
- Physical or medical difficulties are discussed at this time and entered on the Admissions form.
- The SENDCO and Class Teacher are informed.
- If the disability/medical condition is likely to affect the child's ability to learn – such as hearing, visual impairment, - the SENDCO will record the details and ensure that Staff are aware of the likely problems.

Learning difficulties are initially identified based upon the Class Teacher's professional judgement. Concerns are registered with the parents who are contacted to discuss any problems.

Assessment procedures used

- Class Teachers use on-going assessments to inform practice
- Baseline assessment/Pupil profile in Reception.
- Half termly reading, writing and maths assessments
- Half termly IPPI meetings
- The Education Psychologist (EP) and other professionals at the request of the SENDCO may carry out assessments.

Inclusion

Principles

As with all our pupils we help our pupils with SEND feel part of the school community. We encourage them to take responsibility for their own learning, behaviour and to participate in all school activities.

Arrangements

- SEND pupils are given the opportunity to express their views and discuss their targets at review meetings where appropriate.
- The achievements of all pupils including those with SEND are recognised in weekly assemblies.
- Our SEND pupils are encouraged to participate in assemblies, school concerts, and trips including residential ones and after-school clubs.
- As with all of our pupils the work of pupils with SEND is valued in displays around the school.

Evaluation of SEND provision for Pupils

The SENDCO provides information to the governing body about the provision of SEND and the policy will be reviewed annually by them.

The SENDCO monitors the movement of children within the SEND system in school.

The SENDCO is involved in action planning review meetings supporting teachers in drawing up PCPs.

The SENDCO and head teacher meet to review the work of the school in this area.

Individual targets for SEND are reviewed through targets at review meetings.

School Complaints Procedure

All complaints about the provision for SEND at St. Mary's Catholic Primary School should be referred to the Head teacher who will endeavour to resolve any concerns.

In the unusual situation where a complaint cannot be resolved in this manner, complaints will be dealt with in accordance with Tameside MBC School Complaints Procedures. Parents will always be directed to the SENDIASS (formerly known as the Parent Partnership Service) for advice.

<http://www.tameside.gov.uk/sen/parentpartnership>

SEND Training

- The SENDCO attends network meetings and other courses arranged by the LA and other providers in order to keep up to date with developments in SEND.
- The school makes full use of outside agency training packages to enhance the professional development of all staff.
- All staff, including support staff, have access to professional development opportunities and are able to attend SEND training according to need.
- SEND INSET and staff meetings are arranged to update on current issues.
- Feedback may be given on training attended at staff meetings or on an individual basis.
- Staff regularly share good practice in order to improve outcomes for all children.

External Support for SEN

To enhance our mainstream provision St Mary's Catholic Primary school works in partnership with other support services.

- The Educational Psychologist visits the school regularly and liaises with the SENDCO regarding the pupils to be assessed.
- The SENDCO contacts the Inclusion Team at the Local Authority for additional advice or information she requires.
- The SENDCO may consult the Advisory Teacher to provide specialist advice and assessment on specific learning difficulties, physical impairment, early intervention and generalised learning difficulties.
- The SENDCO may seek advice and support from the Pupil Support Team.

The SENDCO also liaises with a number of other outside agencies when necessary.

- Communication Language and Autistic Spectrum Service (CLASS)
- Paediatric Occupational Therapy
- Physiotherapy
- Sensory Support Service
- Speech and Language Department
- Health Service
- Children's Social Care
- Healthy Young Minds (Child and Adolescent Mental Health Service)
- School Nurse
- Educational Welfare Service
- Community Paediatrician
- Integrated Services for Children with Disabilities (ISCAN)
- Multi-agency Assessment Team (MAAT)

Working in partnership with parents

We recognise that parents and carers hold the key to the successful education of their child. We therefore endeavour to foster good communication and actively seek to include parents at all stages of SEND action planning for their child.

We ensure that all parents are aware of the school's arrangements for SEND, including opportunities for meetings between parents and teachers, by outlining these arrangements in the school brochure and also by providing information leaflets on SEND provision.

- The class teacher will always inform parents, initially, when there are concerns about their child's progress
- Parents will be invited to discuss and review targets for their child and asked to sign a copy of the pupil's PCP, which they will then receive a copy of.
- Parent evenings also provide the opportunity to discuss, with the Class Teacher, any concerns they may have
- Parents of pupils with an Education Health Care Plan (EHCP) will be invited to an Annual review, which may involve other staff members, and outside agencies.

School welcomes the views and concerns of parents regarding their children. We encourage parents to contact school directly, by letter or telephone.

Links with other schools/transition arrangements.

Here at St. Mary's school we actively seek to foster good links with local nursery, primary and secondary schools.

- Reception staff visit all nurseries where our new intake are coming from, to meet the staff and children prior to them starting school in September. They also pay a home visit to all pupils. SEND concerns will be brought to the attention of the SENDCO who will then contact the nursery and may arrange an additional visit.
- We contact the previous school of a child with SEND entering the school at a point other than Reception to determine how the child will be inducted and to enable us to benefit from previous knowledge of the child.
- We plan meetings, involving the Head, SENDCO and prospective Class Teacher to ensure that the needs of any child entering the school with SEND can be met as fully as possible.

- We contact receiving schools for all children with SEND to ensure the process of transition is smooth and that the receiving school has all relevant information. In addition we are always willing to be consulted by receiving schools at any point after a child has transferred if we can give assistance to support the continuity of the child's development.
- The SENDCO may arrange a meeting with SEND staff from secondary schools during the summer term of a Year 6 pupil who has been receiving SEND provision. Parents/guardians are invited to attend the meeting.
- St. Mary's school has close links with Oakdale special school. There is an ongoing programme of integration of pupils across the schools to support inclusive practice. They also provide advice and support on SEND matters.

Links with other services

Here at St. Mary's we recognise the importance of multi-agency consultation. Therefore we aim to work collaboratively with other agencies to provide effective provision for our children with SEND.

- Health Service professionals including Speech Therapy, Occupational Therapy, Physiotherapy and Child and Family Consultation Service are consulted when appropriate. Referrals are made either directly by the SENDCO or through the School Nurse or Educational Psychologist.
- Children's Social Care and the LAC team are consulted and invited to target setting and review meetings when SEN pupils are either 'Looked After' or on the 'At Risk' register.
- The Education Welfare Service is consulted whenever necessary.
- Parents are given information about how they can contact Parent Partnership.
- The SENDCO has information about various voluntary organisations that support SEND and details are given to parents/guardians whenever appropriate.
- The Head or SENDCO may contact the designated link Social Worker on matters relating to pupils with SEND.

Review Date: This policy was reviewed and updated by the Headteacher and SENDCO prior to being re-adopted by the Catholic Ethos, Performance and Standards sub-committee on behalf of the full governing body in the Autumn Term of 2018.

SEND additional information for parents

Although the school can identify some special educational needs and disabilities, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have some form of disability. The school and/or SENDCO may also seek support from a range of local services. External support services will require access to a pupil's records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting plan will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist teacher.

My child's progress is giving cause for concern; what happens next?

If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. During these meetings you will be informed that your child's progress is giving the teacher 'cause for concern'. Results of assessments and reasons for concerns should be discussed and possible strategies to support the child should be identified.

The teacher, in partnership with the parents/carers and child (where appropriate) will then apply the assess-plan-do-review cycle and agree this review date with parents/carers. Following this review, a decision will be made about whether your child will be added to the SEND register and reasons must be explained. Parents/carers will be asked to give parental consent at this stage.

My child is on the SEND register, how will their progress be monitored?

The 'Assess-Plan-Do-Review' Cycle

If your child is being added to the SEND register for learning needs, parents/carers will be invited to a meeting to agree targets and support for your child. These will then be included on the Pupil Centred Plan which will then be discussed with your child along with their own views of school and learning.

Thereafter, parents and children are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. School will endeavour to ensure that the meetings will take place at an agreed time to ensure parents and carers are able to attend.

Parents/carers will be invited to termly meetings to discuss progress against targets agreed as set out in their child's PCP. During these meetings:

- Evidence of progress against the targets and success criteria are provided.
- The effectiveness of interventions and teaching strategies in enabling the child to make progress against their targets will be reviewed using evidence of progress made.
- Following this review of assessments a new plan of action will be agreed, involving personalised target setting and success criteria to measure progress. This plan must also make clear the contribution to be made by the child, the parents/carers and the school.
- It is the responsibility of the class teacher to ensure that the child is given the opportunities to access resources and/or ensure the child receives the necessary support in school.

Where a child continues to make slow progress, despite receiving high quality, targeted support, it may be necessary to conduct further assessments to investigate the root causes of the learning difficulties, so that these barriers to learning may be removed.

My child is on the SEND register; does this mean that they will always be on the SEND register?

No. The register will be audited, reviewed and up-dated on a termly basis by the SENDCO. Where barriers to learning have been identified, and effective strategies have brought about accelerated progress, it may be decided that the child no longer requires SEND and they will be removed from the SEND register.

Please note that this decision will be based on evidence from a range of sources and formative and summative assessment. It may be necessary to retain some form of SEND support to ensure that the child is able to continue and make good progress.

I feel that my child's SEND requires specialist support; what will school do to support this?

All decisions about whether to make special educational provision should involve the class teacher and SENDCO considering all of the information about the child's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials.

However, there are occasions where a child's complex needs and/or higher levels of need make it appropriate to draw on more specialised assessments from external agencies and professionals, including:

- Local services (EG. CLAS, BLIS, Speech and Language)
- Medical professionals (EG. Physiotherapist, Consultant Paediatrician)
- Educational Psychologists.

Please note that this list is not exhaustive and school will endeavour to involve external agencies and professionals to meet the needs of individual children, as appropriate. Where necessary, parental consent will be requested. Reports and/or results of these assessments will be shared with parents/carers and teachers to inform the next assess-plan-do-review cycle.

Teachers and SENDCOs will be pro-active in seeking advice where needed. Tameside's children's services teams are available for schools to access general advice about supporting our children. Again, if more specific, personal advice is required, parental permission will always be sought.

My child is not making progress at SEND support; what happens next? Education, Health and Care Plans.

What is an Education, Health and Care Plan?

School will often be able to meet the needs of children through SEND support. But sometimes a child or young person needs a more intensive level of specialist help that cannot be met from the resources available to schools to provide SEN support. In these circumstances, school may consider asking Tameside local authority for an Education, Health and Care (EHC) needs assessment for your child. This assessment could lead to your child getting an EHC plan.

Some children and young people will have needs that clearly require an EHC needs assessment and plan; once the local authority is aware of them it should start this process without delay. An EHC plan brings your child's education, health and social care needs into a single, legal document.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SEN support, it may be appropriate to apply for the child to be assessed for an EHC Plan. Parents and carers should note that this process may take up to 70 days.

There are many reasons to apply for an EHC Plan, including:

- The child is 'Looked After' and therefore additionally vulnerable
- The child has a disability which is lifelong and means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan. Full details of Tameside Council arrangements for referrals and arrangements for decisions on EHC Plan applications please see <http://www.tameside.gov.uk/localoffer/families/ehcp>

EHC plan review

EHC plans must be reviewed annually. The SENDCO will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- The SENDCO
- The Headteacher

- Relevant support services

The aim of the review will be to:

- Assess the pupil's progress in relation to their personal targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Statement / EHC Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Year 5 reviews will indicate the provision required in Secondary school. The SENDCO will attend a meeting with secondary SENDCO colleagues to discuss the needs of children moving into Year 7 from year 6.

What support is available for children with SEND and their families?

- Class teachers are available to discuss the progress of all children throughout the year.
- The SENDCO is available to discuss the progress of children with SEND and act as an advocate for children and families.
- Tameside Council provide a local authority 'Local Offer'. Details can be found at:
<http://www.tameside.gov.uk/localoffer>
- The policy can be found via the school website.
- Class teachers and/or the SENDCO are able to make links with other agencies to support the child and their family.
- Access arrangements for examinations and other assessments (eg - larger text for visually impaired children or additional time for children with learning difficulties).
- Transition- we ensure that there are transition meetings from year group to year group and place particular emphasis on cross-Key Stage transition. We also support families and children during high school transition by sharing information and arranging additional visit days where necessary.
- Help children and families to manage medical conditions in line with the school's Supporting children with Medical Conditions Policy.
- Further information about SEND for families of children with SEND can also be found at
www.sendgateway.org.uk
- Where necessary, the school can lead a Common Assessment Framework (CAF) referral with the aim of providing support for children and families at St Mary's Catholic Primary School
- School can also lead referrals to other services (EG. Speech and Language therapy) and/or provide data for other referrals, provided that parental consent is obtained.