



'a small school with a big heart'

## ST MARY'S CATHOLIC PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

The mission at St Mary's Catholic Primary School, Claughton is to;

**Guide all on their journey of faith,  
Nurture a love of learning,  
Encourage happiness, confidence and personal fulfilment and  
Support all in achieving their full potential.**

The government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEND Code of Practice also accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

### **Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can find more information about the Pathway and about Lancashire's Local Offer at [www.lancashire.gov.uk/send](http://www.lancashire.gov.uk/send)

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Lancashire that have an Education,

Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

This policy outlines St. Mary's Catholic Primary School's aims, objectives and values in relation to pupils with special educational needs. It was created by the SENDCO in liaison with all staff.

It complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25, 2014, 3.65 and has been written with reference to the following guidance and documents. Equality Act 2010: advice for schools DfE Feb 2013; Schools SEND Information Report Regulations 2014. Special Educational Needs and Disability Regulations 2014, Statutory Guidance on Supporting Children with Medical Conditions 2014; Teacher Standards 2012, The National Curriculum in England Key Stage 1 and 2 framework document 2013. It also makes reference to the school's Safeguarding Policy and Accessibility Plan.

It provides a framework within which parents, staff, outside agencies and governors can work together to meet the needs of these pupils. A copy can be found on the school website or a paper copy can be obtained from the school office. Copies are also available from class teachers.

This document is intended for:

- a) parents
- b) all teaching staff
- c) teaching assistants
- d) school governors
- e) inspection teams

## **Aims**

In line with our Mission Statement we aim to:

- create an environment, which is warm, welcoming and open, where children see each other as unique and valued members of the school and wider community;
- enable all children to be aware of their own capabilities and to develop the confidence to achieve their personal potential;
- create an environment where children can develop the skills, self-esteem and motivation to become responsible for their own learning and behaviour as they move through the school;
- raise staff awareness of individual children's needs and provide them with the skills and knowledge necessary to fulfil their role in identifying and supporting the needs of individual children;
- recognise that all children may have special needs at particular times in their school career.
- cater for the individual learning needs of every child whilst also recognising the need for specialised provision.

## **Objectives**

**To identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school. The school seeks to work within the guidance provided in the SEND Code of Practice, 2014 and operates a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.

**To monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

**To provide full access to a broad, balanced and differentiated curriculum**, based on the Early Years Foundation Stage, the National Curriculum and R.E. syllabus, which is accessible to pupils with SEND and promotes high standards of attainment and achievement;

**To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCO and Head teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

**To work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

**To develop and maintain partnerships with and between pupils, staff, and governors. Also with external agencies** when the pupils' needs cannot be met by the school alone. Some of these services include: SEND Information, Advice and Support Service (SENDIAS – formerly Lancashire Parent Partnership), Educational Psychology, Speech and Language Therapy, Teacher of the Deaf, Hearing Aid Technician, Occupational Therapy, Physiotherapy, Children and Adolescent Mental Health Service (CAMHS), The County Inclusion Disability and Support Service (IDSS), Specialist SEN Teacher.

**To ensure that all teaching and support staff are involved in planning** and meeting the learning needs of all pupils; and that all staff receive support and advice on how to meet the needs of pupils with special educational needs.

**To provide appropriate resources, information and skills** within the school where practicable and within financial constraint;

**To encourage success** for all pupils in accordance with the school ethos.

**To create a school environment where pupils can contribute to their own learning.**

This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as: rise and shine club, residential visits, school plays, and after school clubs.

## **Roles and Responsibilities**

At St. Mary's SEND is seen as an integral aspect of the work of every member of staff. There are, however, people within the school that have specific responsibilities:

**The Governing Body's role is to:**

- be fully involved in developing and monitoring the school's SEND policy;
- be involved in establishing appropriate staffing and funding arrangements to secure the necessary provision for pupils with SEND;

- be knowledgeable about the deployment of SEND provision and ensure that the quality is continually monitored;
- ensure that SEND is an integral part of the school development plan;
- ensure that teachers in school are aware of the importance of identifying and providing for pupils with SEND;
- ensure that pupils with SEND are integrated into the school;

The Governing Body has identified a governor to have oversight of SEND provision in the school and to ensure that the Full Governing Body is kept informed of how the school is meeting the statutory requirements. This role is undertaken by Mrs P Mallinder, who meets regularly with the SENDCO and reports back to the Governing Body.

**The Head Teacher is responsible for managing the provision for pupils with special educational needs including:**

- ensuring that the policy is activated;
- ensuring that finance is suitably dispersed;
- ensuring that the policy is evaluated annually and reported to parents;
- ensuring that the school prospectus includes a summary of the SEND policy;
- ensuring that the SENDCO convenes, chairs and reports on annual reviews;
- keeping the governing body fully informed about SEND.

**Mr G McKeivitt is the designated teacher with specific safeguarding responsibility and is also responsible for managing the needs of any Children Looked After.**

**The Special Needs and Disability Co-ordinator (SENDCO), Mr G McKeivitt is responsible for co-ordinating the day-to-day operation of the school's SEND policy including:**

- co-ordinating and monitoring the on-going provision for children with SEND;
- liaising with, advising and assisting teachers to provide special help for children with learning difficulties and specialist teaching of children with SEND;
- managing and liaising with support staff;
- contributing to the professional development of staff by arranging/delivering appropriate in-service training;
- liaising and working closely with parents of children with SEND;
- liaising and working closely with external agencies including the SENDO (Special Educational Needs and Disability Officer), the LA's educational psychological services, Private Chartered Child Psychologists, specialist teachers, health and social services and voluntary bodies;
- organising review meetings for pupils with EHCP's;
- making referrals;
- overseeing the records of all children with special educational needs
- purchasing and organising resources;
- overseeing the monitoring of the teaching of SEND pupils throughout the school;
- evaluating SEND in school, ensuring that progression is made and provision is of a suitable standard;
- identifying areas for development in SEND and contributing to the School Development Plan;
- liaising with the SEND Governor and preparing appropriate reports.

**Class Teachers' role is to:**

- be involved in the development of the school's SEND policy;
- be fully aware of the school's SEND procedures for identifying, assessing and making provision for pupils with SEND;
- be responsible for identifying pupils with SEND;

- be responsible for ensuring that SEND pupils have access to the whole curriculum;
  - be responsible for constructing and reviewing Learning Plans for pupils with SEND, with support from the SENDCO;
  - be responsible for the delivery of interventions recorded in pupils' Learning Plans;
  - be responsible for day to day deployment of teaching assistants within their class;
  - monitor the progress of all SEND pupils in their class;
  - organise review meetings for pupils on the SEND Register;
- 
- contribute to review meetings for statemented pupils and pupils with EHCPs;
  - be responsible, at the end of the academic year, for disseminating appropriate information and passing teacher records on SEND pupils to the next class teacher in the school;

**Teaching Assistant's role is to:**

- be involved in the development of the school's SEND policy;
- be fully aware of the school's SEND procedures for identifying, assessing and making provision for pupils with SEND;
- contribute to the construction and review of Learning Plans;
- assist in the delivery of interventions recorded in pupils' Learning Plans;
- keep day to day records of the progress of SEND pupils, as appropriate;
- contribute to review meetings for pupils with SEND;
- work with children who do not have SEND so that -
  - i. they and the SEND pupils are regarded as part of the class and avoid being 'labelled'
  - ii. the SEND pupils learn independence and develop the ability to work with peers
  - iii. teachers have opportunities to work with and assess the SEND pupils.

**The Child's role is to:**

- with the support of an adult contribute to the construction and review of Learning Plans if they are able to do so;
- attend and contribute to any meetings that are relevant to them and their needs if they wish to do so:
- with the aid of a member of staff to discuss and review the SEND provision that they have participated in and to evaluate its impact and steps for their future.

**The Parent's role is to:**

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEND framework
- make their views known about how their child is educated
- access information, advice and support during assessment and any related decision-making processes about special educational provision.

**Arrangements for coordinating SEND provision**

- The SEND policy is made accessible to all staff and parents via the school website, in order to aid the effective coordination of the school's SEND provision.
- The SENDCO will hold details of all SEND records for individual pupils and will ensure confidentiality in line with the school policy on Information Management;

## **Admission arrangements**

Please refer to our school admissions policy. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND.

## **Specialist SEN Provision**

We are committed to whole school inclusion. In our school, we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND specialists where necessary.

## **Facilities for pupils with SEND**

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details. The learning environment is adapted as necessary to meet the requirements of all pupils who have special educational needs.

## **Allocation of resources for pupils with SEND**

All pupils with SEND will have access to Element 1 and 2 of a school's budget. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. This is accessed through the Lancashire Inclusion Disability and Support Service. The SENDCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

## **Identification of pupils' needs**

There are four areas of Special Educational Need specified in the DFE Code of Practice 2014. **These are:**

- **Communication and interaction**
- **Cognition and learning**
- **Social emotional and mental health difficulties**
- **Sensory and/or physical needs.**

Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years' settings prior to the child's entry into the school.

In school, assessment becomes central to our planning for all pupils and is a first step to identifying, understanding and providing for the child's needs and monitoring the child's progress. Class teachers have a key role in monitoring all aspects of pupil progress and, identifying and assessing the needs of pupils in their care. They use on-going teacher

assessment and make summative judgements about each pupils' attainment at the end of each term. Screening tests may be used to by teachers or TAs to indicate if the pupil has a need that may need further investigation. Diagnostic tests can be used by specialist teachers, or an Educational Psychologist to identify pupils' needs and support teacher assessment. Criteria for early identification of barriers to learning and participation are included in the Code of Practice model detailed below.

In line with our policy on Assessment we:

- Analyse the child's learning difficulty;
- Clarify the child's needs for different kinds of approaches or resources;
- Provide for these needs, whilst setting suitable learning challenges;
- Continually assess the child's progress.

If a parent and a member of staff is concerned about a child's development in any area they should approach the class teacher for advice in the first instance. The Class Teacher may need to ask the SENDCO for advice. Children whose attainment is below expectations or who fail to make expected progress will be given support to address any areas of weakness. They child may be placed on our Individual Needs Register. When a child is identified as having special educational needs the school follows the model advised by the Code of Practice. At all stages pupils are encouraged to participate, in accordance with their age and understanding, and parents are consulted and kept informed.

In our school we identify the needs of pupils by considering the whole child as well as their specific educational needs.

It is recognised that there are some areas that are **not SEND** but may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation. These alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Child Looked After
- Being a child of a serviceman/woman.

The school provision map lists the various interventions and support available to pupils with additional needs or SEND.

### **A graduated approach**

#### **Wave 1 - Quality First Teaching**

At St. Mary’s Catholic Primary School differentiated quality first teaching is a priority for all pupils including those with SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class.

- Any pupil whose attainment falls outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.
- The child’s teacher will take steps to provide differentiated learning opportunities that will aid the pupil’s academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENDCO will be consulted for support and advice and may wish to observe the pupil in class. The SENDCO may need to give teachers strategies and information on how to identify and provide for different types of SEND.

#### **Wave 2 Intervention.**

- If a child has not made progress in the class setting despite appropriate differentiation the child may need small group or 1:1 intervention

- Children receiving wave 2 interventions will be placed on the Additional Needs Register. This will be discussed with parents.

### **Wave 3 Intervention**

- If the child continues to experience difficulties and does not make progress despite intervention/adjustments and good quality personalised teaching this may be because they have a special educational need or disability.
- The child's needs will be discussed with their parents. Other professionals may be asked to provide advice or carry out assessments. This is always done in consultation with parents.
- Pupils may be placed on the SEND Register and an Individual Learning Plan will be implemented. The plan will detail the 1:1 support the school will provide for the pupil.
- Parents' evenings and Pupil Progress meetings are used to monitor and assess the progress being made by children.
- A child may bypass the graduated approach if the need is obviously great or if a child has a medical diagnosis that results in SEND. This will be decided by the class teacher, SENDCO and parents.

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

Where it is determined that a pupil does have SEND the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

#### ***Assess***

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents and teaching assistants. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

#### ***Plan***

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement is vital and the Learning Plan will be shared with parents so they can support and contribute to their child's learning.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any teaching strategies/approaches that are being employed and the outcomes that are being sought. The child will be consulted when appropriate so their wishes and feelings can be considered when drawing up a Learning Plan. The learning plan will have targets that are specific,

measurable, achievable, realistic and timed. It is a working document and is updated as soon as a target is met. The level of provision is decided by the Class teacher in consultation with the SENDCO. This is monitored by the SENDCO.

### **Do**

The class teacher is responsible for the child's learning, even where the interventions may involve group or one-to-one teaching away from the class room. They will work closely with teaching assistants to plan and assess the impact of support and interventions. A named Teaching Assistant will usually undertake the 1:1 support identified on the Learning Plan. Sometimes the class teacher will work 1:1 with the child.

### **Review**

Reviews of a child's progress will be made at the end of each half term. The review process will evaluate the impact and quality of the support and interventions based on the progress made by the pupil. It may take account of the views of the pupil and where practicable their parents. The class teacher, with support from the SENDCO will write a new Learning Plan. The Learning Plan will address the next step in the child's learning. This will enable the child to make continued progress

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties, they may need to undergo a Statutory Assessment Process. This is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to apply for an Education, Health and Care Plan will be made jointly by the school and parents. The application for an Education, Health and Care Plans will combine information from a variety of sources:

- Parents
- Teachers
- SENDCO
- Health professionals
- Specialist Teachers
- Educational Psychologists
- The LA Special Educational Needs and Disability Officer. (SENDO)

Further information about EHC Plans can be found via:

- [www.lancashire.gov.uk/send](http://www.lancashire.gov.uk/send)
- Speaking to the School SENDO on: **01772 719060**
- Contacting the Special Educational Needs Advice and Support Service (SENDIASS) – Formerly Parent Partnership on: 0300 123 6706 or email: [information.lineteam@lancashire.gov.uk](mailto:information.lineteam@lancashire.gov.uk) or ask for a referral form from School.

### **Education, Health and Care Plans [EHCP]**

- Following Statutory Assessment, an EHC Plan will be provided by Lancashire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables

provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **Access to the curriculum, information and associated Services**

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, considering the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff about SEND and SEND teaching are provided both in school. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

### **Inclusion of pupils with SEND**

The Head Teacher and SENDCO oversee the school's SEND Policy and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes facilitating learning outside the classroom. Children with SEND are encouraged to participate in all activities alongside other pupils who do not have SEND and support is provided as necessary.

### **The Support of Pupils on the SEND Register with emotional, mental and social needs.**

The school will seek advice, as appropriate, around individual pupils, from external support services such as IDSS (Inclusion Disability Support Service), Specialist Teacher, CAMHS and the school's Educational Psychologist. Advice will be sought from Goldenhill Short Stay School for children who have behavioural issues. Where a behavioural incident warrants exclusion, schools have a duty to inform this service.

### **Monitoring and Evaluation of SEND**

To make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENDCO. These reflect information passed on by the SENDCO at the beginning of an academic year and are adapted

following assessments. These interventions are monitored and evaluated termly by the SENDCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

The Governing Body, teachers and headteacher monitor and evaluate the impact of the school's SEND provision through; looking at data; talking to parents, children and staff; having regular meetings with the SENDCO and being fully aware of the contents and evaluation of the SEND Development Plan.

If a class teacher or the SENDCO has information showing that after being on the SEND Register a child's progress and attainment in their area/s of difficulty has risen to age appropriate levels the child may be removed from the SEND Register. The child's parents are informed and the SEND Records are archived by the SENDCO.

### **Complaints procedure**

1. If parents have cause for complaint they can express their concerns to the class teacher or SENDCO.
2. If this fails to resolve the issue, or if concerns persist, they should be brought to the attention of the Head Teacher.
3. Concerns that still cannot be resolved should be put in writing to the SEND Governor. A sub-committee of governors will be appointed at the earliest opportunity to act on behalf of the Governing Body.
4. Should an impasse arise between the parent and the school assistance will be sought from the LEA.

Parents are entitled to attend and be represented at each stage of the complaint procedure.

### **In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCO attends relevant SEND courses, meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The headteacher, ensures that training opportunities are matched to school development priorities.

### **Links to support services**

The school continues to build strong working relationships and links with external support services to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents.

### **Working in partnerships with parents**

St. Mary's Catholic Primary School believes that a close working relationship with parents is vital to ensure:

- early and accurate identification and assessment of SEND leading to appropriate intervention and provision

- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEND to the local authority's SEND Information, Advice and Support Service (formerly Parent Partnership) whenever specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governor, Mrs P Mallinder may be contacted at any time in relation to SEND matters.

**Parents can access complete up-to date information about SEND provision through the School's SEND Information Report which is updated annually and is published on the School Website.**

### **Links with other agencies and voluntary organisations**

St. Mary's Catholic Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCO is the designated person responsible for liaising with the following:

- Lancashire Inclusion Disability and Support Service (SENDO)
- Goldenhill Short Stay School
- Educational Psychology and Specialist Teachers
- Speech and Language Service
- Specialist Health Services such as Occupational Therapy and Physiotherapy
- School Doctor and Nurse/CAMHS

### **Support for children with medical conditions**

The children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. As specified in the DFE Code of Practice 2014 we use individual health care plans to meet the medical needs of such pupils. Where children also have special educational needs then provision is planned and delivered in a coordinated way with the healthcare plan. The school nurse is involved in writing and monitoring the health care plans. We have regard to the Statutory Guidance 'Supporting pupils at schools with medical conditions'. The headteacher is the members of staff responsible for managing the school's responsibility for meeting the medical needs of pupils. 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 2013.

Signed: \_\_\_\_\_ (G H McKevitt)  
 (Head teacher)  
 Date:

Signed \_\_\_\_\_ (P Mallinder)  
 (SEND Governor)  
 Date:

This policy will be reviewed annually.