



ST MARY'S
CATHOLIC SCHOOL

Special Educational Needs Policy

St Mary's is a Catholic School founded by the Catholic Church to meet the educational needs of Catholic children aged 11-18. It is five form entry (in Year 8-11 with 6 forms in Year 7), non-selective, comprehensive school. There are currently approximately 950 pupils on roll with 10.5% identified as requiring SEN support and 6.14% entitled to pupil premium funding.

In 2012 Ofsted said, 'The school's motto: achieving excellence for all' has become a reality at this outstanding school. Endeavour, trust and kindness prevail.'

This policy has been created by the SENCO in liaison with members of the school community including staff, governors and parents. It refers to Part 3 of the Children and Families Act 2014, The Equality Act 2010 and The Special Educational Needs and Disability Regulations 2014. Full consideration has been given to the Code of Practice SEND 0-25, January 2015.

St Mary's aims to ensure all pupils have equal access to the curriculum regardless of their special educational needs or disability by removing barriers to learning, developing any special talents and improving self-confidence. Pupils will achieve their best when they feel valued and their achievements are recognised.

The learning support department, together with subject teachers, works within this policy framework to achieve a whole school response to meeting the special educational needs of our pupils.

The Special Education Needs Co-ordinator (SENCo) is a member of the SLT team. If you have any concerns regarding SEN please do not hesitate to contact her. Contact details: info@stmarys.net

Aims of St Mary's Catholic School:

- To enable all pupils to achieve their best and realise their potential
- To ensure pupils become confident individuals and live fulfilling lives and make a successful transition into adulthood, whether this is employment, further or higher education or training
- To use its best endeavours to make sure pupils with SEN gets the support they need - to do everything it can to meet pupils' SEN
- To ensure all pupils with SEN engage in activities of the school alongside other pupils who do not have SEN.
- To have a designated teacher responsible for co-ordinating SEN throughout the school
- To inform parents of all the decisions being made about special educational provision
- To prepare and display in their website their SEN Information Report
- To ensure all arrangements for the admission of disabled pupils, including accessibility plan and make clear the steps in place for any pupil with SEN being treated fairly

St Mary's will always take into account the views of the pupil and their parents. All decisions will be made with the full participation of the pupils and parents. Information and support, if needed, will be given to all those involved. This collaborative work will ensure every pupil achieves their best possible educational and other outcomes.

The aims are designed to support the:

- participation of pupils and parents with the school
- achievement of the best possible outcome for every pupil
- early identification of need
- development of partnerships and collaboration between education, health and social care services
- delivery of high quality provision to meet the needs of all pupils with SEN



Definition of SEN

'A child or young person has SEN if they have a learning difficulty or disability which call for special educational provision to made for him or her'

'A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significant difficulty in learning than the majority of others of the same age or***
- Has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions' (SEND Code of Practice January 2015)***

St Mary's recognises the four broad areas of needs as defined in the SEN Code of Practice (January 2015) which should be planned for:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

These give guidance as to the action the school needs to take; they are not intended to fit children into a category.

We identify the needs of pupils by considering the needs of the whole child, not just the special educational needs. We recognise that there are other factors which may impact on a child's progress and attainment which do not constitute a SEN. These may include:

- Disability,
- Attendance,
- EAL,
- Health and welfare,
- Being in receipt of a Pupil Premium Grant,
- Being a Looked After Child.
- Being a child of a service man or woman.

Equality and Inclusion

'Many children and young people who have SEN may have a disability under the Equality Act 2010-that is a '...a physical or mental impairment which has long term and substantial adverse effect on their ability to carry out normal day-to-day activities' (SEND Code of Practice January 2015)

Reasonable adjustments will be made for pupils with a disability to access the school site and the curriculum. Auxiliary aids can be provided and if necessary will be discussed with Hertfordshire's SEN Integrated Services for learning team.

St Mary's is built on a large, physically challenging site and currently some areas and buildings are not fully accessible. The school will make every effort to ensure reasonable adjustments are made and encourages parents and pupils to discuss any requirements they may have with the member of SLT Coordinating SEN. (Please see the Accessible Plan section 3 and 4 and the Inclusion Policy).

Admissions



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St Mary's is a Catholic School founded by the Catholic Church to meet the educational needs of Catholic children aged 11-18. It is a comprehensive school with five forms of entry. It is an all ability school and children will NOT be admitted with reference to their aptitude or ability.

The admission of pupils with a statement of Special Education Needs is dealt with by a completely separate procedure. This procedure is integral to the making and maintaining of statements by the pupil's home Local Education Authority. Details of this separate procedure are set out in the Special Educational Needs Code of Practice January 2015. 'Under the Education Act 1996 the governors are obliged by law to admit any child with a Statement of Special Needs where this school is named in the Statement.'

(Please see St Mary's Admissions Policy 2016/7, Diversity Plan, and the Accessible School Plan)

Supporting pupils at school with medical conditions

St Mary's in accordance with the Children and Families Act 2014 will make arrangements to support all pupils with medical conditions.

At St Mary's we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Individual Health Care Plans are completed by the family and it is the families' responsibility to keep the school fully informed of medical needs or changes to medical needs. Where a pupil has a SEN need as well as a medical need then the Deputy Head and the SENCo will work together to ensure health care plans are in place and the first aid team are fully aware and trained for the medical needs.

Arrangements are in place to support pupils at school with medical conditions and details can be found within the 'Medical Conditions and Managing Medicines Policy.'

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will be made where appropriate.

Roles and Responsibilities

SENCO

St Mary's SENCo is a qualified teacher, working towards the National Award for SEN Coordination. She has day to day responsibility for the co-ordination of SEN provision including those with Statements of SEN or Education, Health and Care plans. The SENCo is responsible for:

- guiding and advising staff so they are confident in the delivery of lessons to pupils with SEN
- working closely with parents and outside agencies
- advising all staff on the graduated response to providing SEN support,
- advising on the deployment of support staff and resources,
- keeping records of all pupils with SEN up to date
- working with other educational establishments to ensure smooth transition of pupils coming from or going to other educational institutions or employment.
- line managing Learning Support Assistants (LSAs)
- teaching an additional English support class in Years 7-11
- analysing progress, especially of individual intervention strategies including academic and social and emotional support interventions.



- arranging exam access testing and working alongside the exams officer to ensure the exams access complies with the JCQ exam board (see the Examination Entries policy).

Subject teachers

Subject teachers are responsible for:

- the progress and the development of pupils in their class.
- delivering high quality teaching, differentiated for individual pupils and responding to pupils who have SEND.
- ensuring information in pupil passports is used to inform their planning and be part of their class routine to ensure all barriers for learning for pupils with SEN are removed.
- familiarising themselves with Statements of Educational Need or EHC plans and are clear what provision is expected and what reasonable adjustments must be made for these pupils
- making regular assessments of the progress of all pupils, identifying where progress is less than expected given the pupils' age and individual circumstances and recording five times a year at assessment points(AP). and shared with Learning Co-ordinators, the SENCo and the Senior Leadership Team. Pupils are given time in form to set targets against their AP data and the monitoring information is sent to parents. Subject leaders, including the SENCo, analyse data, report to their line managers through quality and assurance documents and if intervention or further intervention is required is then planned by all involved.

SEN provision-a graduated response to SEN support

A pupil may be identified as having special educational needs and disabilities by their primary schools, parents, subject teachers and form tutors. St Mary's follows the 'assess, plan, do, review' cycle by:

1. Ensuring pupils have access to personalised quality first teaching
2. Ensuring pupils will have had adjustments and interventions to support them make progress
3. Planning and monitoring for the pupil to show a specific subject based intervention has not met a pupils' needs
4. If progress is still not being made the subject teachers will approach the SENCo with their concerns and evidence of their plan, do review cycle to seek advice. Further observations will be carried out by the SENCo alongside the subject leader and advice will be given for the teacher.
5. After a specified period the SENCo and subject leader will assess the progress. If progress and attainment is continuing to cause a concern then further assessment may be carried out by the SENCo.
6. The pupil's learning will have been discussed with the pupil, parents and Learning Co-ordinator
7. If progress is still not being made or is below expectations the SENCo will make referrals with appropriate outside agencies.

Throughout the above process pupils are fully involved using a pupil centred approach, parents will be informed after step four that progress of their child is causing significant concern.

Learning Support Assistants A team of Learning Support Assistants (LSAs):

- are line managed by the SENCo
- support pupils learning in class as planned and directed by the subject teacher, • are assigned to pupils with exceptional needs funding
- deliver 1:1 programmes designed by the SENCo when a pupil is withdrawn from a subject,
- deliver 1:1 or 2:1 form time intervention programmes.

Governors

Michael Cullinan is the governor with responsibility for SEN. He:

- has an overview of SEN at St Mary's
- comes in once a year to discuss SEN issues, policy and procedures
- takes part in the annual review of the SEN Information Report.



SEN identification

The benefits of early identification are widely recognised and with this in mind, assessment procedures are in place to monitor pupil attainment. Pupils with special educational needs may be identified through:

- Class teacher assessments
- SENCo observations – identifying patterns in comparison with national data
- In depth assessments relating to a pupils presenting need
- Information from previous settings and key stages
- Discussions with colleagues, pupil or parental concerns
- External agencies

Pupils may be identified with SEN and placed on the SEN register if St Mary's graduated response cycle of assess-plan-do-review has been followed and progress is not being made.

They may also be placed on the SEN register if after assessments by the SENCo indicates a need.

Test scores will often indicate a learning difficulty and all tests used are age standardised. If a pupil's standardised score is 85 or below or if their reading age is two or more years below their chronological age this will indicate a SEN need at St Mary's.

Discussions will always be held with pupils, parents and teachers to gather a fully rounded picture of specific need.

Before pupils enter St Mary's information and data is gathered from pupils' feeder schools. If entering in Year 7 a member of the Leadership Group organises experienced staff, the Learning Co-ordinator for Year 7 and the SENCo to visit schools to meet with staff and the pupils. Transition forms are requested for all pupils so key information and data is gathered from primary feeder schools.

If the pupil is a mid-year entry meetings are held with the Learning Co-ordinator and the Head teacher. If there is an identified SEN need the SENCo will be present. If there is an identified SEN need from the previous school the pupil will automatically be placed on the SEN register.

On induction day all new Year 7 pupils sit a NFER group reading and WRAT 4 spelling test their scores are analysed by the SENCo. In the first week at St Mary's all Year 7 pupils sit CATs tests, and each subject set a baseline test to give an entry level and target. This data along with information from the primary schools will begin to inform the SENCo about pupils with SEN.

Further screening assessment may be carried out by the SENCo if the schools graduated response does not see the pupils making the expected progress. The screeners held and used at St Mary's include:

- WRAT 4 single word reading, comprehension sentence reading, single word spelling and Math computations
- NFER group reading test,
- word and letter chains,
- Pearson Dyslexia Screener for secondary pupils,
- British Picture Vocabulary,
- Gray Silent Reading test,
- Edinburgh reading test,
- Helen Arkell Spelling test,
- PHAB assessment,
- Pearson DASH assessment,



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- Diagnostic Intervention Number Sense.

St Mary's is a member of the Bishop's Stortford Education Trust (BSET) and has access to an assessment library where other assessments can be borrowed if needed.

Parents will be informed if their child is identified as needing additional support, and will be part of the discussion about the plan to be put in place.

Normal school systems

All pupils at St Mary's have access to a broad and balanced curriculum in order for them to reach their individual potential. All teaching staff is responsible for identifying and responding to the special educational needs of their pupils, all teachers follow a continuous cycle of planning, teaching and assessing the needs of all their pupils.

'Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place' (SEN Code of Practice January 2015)

On entry all pupils are placed in tutor groups so there is a clear mix of gender, ability taking into account siblings so families are in the same school houses. Pupils with a Statement of Educational Needs or EHC plan are divided equally amongst tutor groups there is a balance of need.

In Year 7 pupils are taught in mixed ability groups, Maths and Science ability set their classes in the first half term, whereas English have mixed ability groups apart from the lowest ability who will be placed in a progress group with a smaller number of pupils. In Key Stage 3 Maths and Science are set throughout the pupil's time at St Mary's and all other subjects are mixed ability.

Through monitoring of pupils' progress all subjects run skills/intervention clubs and invites pupils who are off track on their AP monitoring to attend these to improve their skills. These clubs are run in lunch times or after school and parents and pupils are informed by an invitation letter.

All year groups run catch up clubs once a week and if a pupil receives two or more AP points indicating they are off track they will be asked to attend these after school clubs. The sessions are supervised in school by the Learning Coordinator and work is set by the subject teachers who have identified the pupil as being off track.

All year groups receive annual written reports and are asked to attend one parents evening a year. Year groups run additional information evenings once a year for parents and there are invitation only parents evening for pupils and parents whose progress is causing concern.

Subject teachers are:

- To be fully aware of the school's procedures for identifying, assessing and providing for pupils with SEN
- To plan to meet the needs of individual pupils
- To review pupil passports twice a year
- To implement provision as stated on pupil passports, Statements of Educational Needs or EHC plans
- To work closely and manage role of the LSA in their class
- To be responsible for the planning and tracking of any SEN pupils working with LSAs

Whole school approach to teaching pupils' with SEN

Teachers are accountable and responsible for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.



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High quality teaching, differentiated for individual pupils is the first step in responding to pupils who may have SEN. The school regularly and carefully reviews the quality of teaching for all pupils.

St Mary's teaching staff will always:

- Ensure the provision for pupils is of an exciting learning environment to arouse pupils' curiosity and give help to those who need extra stimulus and encouragement
- Support pupils to overcome their learning difficulties.
- Will create a climate of warmth and support will be fostered in which self-confidence and self-esteem grow in an environment where they feel valued and able to take risks
- Ensure pupils understand their mistakes and they learn without fear of criticism.
- Ensure grouping of students will be flexible so that learning needs may be met in individual, this will be in small group or whole-class contexts
- Make sure the curriculum will be differentiated to meet the needs of individual students.
- Be flexible and creative with their teaching styles
- Plan schemes of work for students, within classes and year groups will reflect whole-school
- Plan their approaches to teaching and learning taking into account any special educational needs.
- Curriculum tasks and activities will be matched to students' differing paces and styles of learning, interests, capabilities and previous experience.
- Curriculum tasks and activities may be broken down into a series of small and achievable steps for students who have marked learning difficulties.
- Teaching approaches for children with specific learning difficulties will capitalise on their oral strengths and so avoid their difficulties with written communication e.g. through the appropriate use of tape recorders, computers or other specialist equipment. Where a child with specific learning difficulties also has hearing difficulties, teaching approaches will capitalise on visual and written strengths.
- Where a student has specific learning difficulties and/or physical or medical problems, the school will make every reasonable effort to ensure that the student has full access to all school activities – curricular and extra curricular.
- This school will take into consideration any/all health and safety issues, the needs of the student and the needs and safety of students taking part in such activities.

(Please see St Mary's Teaching and Learning Policy)

SEN Provision

Where appropriate, some pupils will be placed in a Literacy Support class. The numbers in the class do not usually exceed 15 pupils. Pupils will miss one other lesson a week to attend these classes. They will be assessed throughout the year including a reading test once a term and at the end of each year their place is reviewed as to whether this provision is needed or their needs can be met by the mainstream English classes only.

Form time intervention sessions are run every day by the Learning Support team, selected pupils will be invited to three or four sessions a week to work with an LSA or the SENCO. Theirs will be an individual programme to match their needs and may include reading, handwriting, fine motor skills, speech and language, pre-teaching, Maths or pastoral support.

In exceptional circumstance a pupil may be disapplied from Modern Foreign Languages to have 1:1 teaching with a LSA or a teacher. This will only occur if the pupil has exceptional needs and progress in the core subjects of English and Maths is causing a concern. Programmes in the 1:1 sessions will be individualised for the pupil's specific needs.

Other support available is:

- Access to specialist equipment if required
- Modification of work if required
- Access to learning software if required



- Lunch time clubs to encourage interests and social skills as well as giving some pupils a 'safe place'
- Social Skills programmes
- Specialist drama programmes working on self-esteem and social skills
- Pastoral support
- Organisation support and helping pupil's develop independence and study skills
- Short withdrawal programmes if required
- LSA support if exceptional needs funding in place

Key Stage 4

In Key Stage 4 all pupils are expected to follow courses leading to GCSE and other recognised qualifications. Core subjects are set according to ability and pupils with special educational needs are advised on appropriate courses. St Mary's use the VCERT qualification and the ASDAN CoPE/AoPE, and ASDAN short courses to provide a well-rounded education, building on basic English, Maths and Science as well as life skills. College courses, extended work placements and specialised curriculums are also utilised depending on the needs of the individual pupil. KS4 pupils can take curriculum support which is extra English and Maths lesson every week, as well as an independent study lesson once a fortnight when pupils can work on homework or coursework with teacher support.

Whether a pupil sits a full GCSE, BTEC or Entry Level GCSE is firstly decided by the individual subjects, they will have had discussions with the SENCo and then the rationale behind this decision is discussed in a meeting with the pupil and parents.

Statements and Education Health and Care plans

A statement of special educational needs or an EHC plan is reviewed every year, reports and assessments are gathered by the SENCo from the subject teachers, pupils, parents and any specialist agency involved, paperwork is sent to all involved two weeks before the review meeting. At the review meeting the SENCo, pupil, parents and a member of the Learning Support team are present, the parents and pupil can invite another person. At the meeting the progress of the pupil is discussed alongside everyone's view and changes to the statement are agreed on based on evidence in the reports submitted.

There is a timetable set by the government to have all Statements transferred to EHC plans. Any pupil in Year 9, 11 or 13 will have their Statement transferred with the support from an EHC plan co-ordinator from County. From September 2014 schools and local authorities have three years to transfer all Statements to EHC plans.

SEN support is reviewed and adapted as part of the assess, plan, do and review cycle, if a pupil continues not to make expected progress the school or parents may consider making an Educational Health and Care Plan request. This will be a joint application with the school and the parents and led by a teacher with a good knowledge and understanding of the pupil, supported by the SENCO. Support and guidance will be offered throughout the process and the views of the parents and pupils will be sought as part of the preparation.

Managing pupils on the SEN register

All pupils are monitored regularly through the school's periodic monitoring system, and grades and effort scores are sent home.

Provision maps and pupil passports are reviewed twice a year in February and July, pupils with a Statement of Educational Needs or an EHC plan will also have their pupil passports reviewed at the time of the annual review.

All subject teachers and LSAs are involved in the review process; the SENCo is responsible for collating the reviews and issuing a new pupil passport. It is the responsibility of the subject teachers and LSAs, when they are delivering an individual programme, to evidence progress in the review time frame.



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The level of provision is decided by the SENCo after communication with subject teachers, LSAs, parents and pupils. If St Mary's decides that is unable to fully meet the pupil's needs through its own provision programme then the SENCo after discussions with parents and pupils will make a referral to the appropriate Hertfordshire agency.

Some pupils may have exceptional needs and first quality teaching is not adequate to meet their needs, in this case the SENCo will apply for Exceptional Needs Funding (ENF). Parents and pupils will be involved in the decision to apply for additional funding and if successful this is supplied in hours. The pupil will then have a LSA working with them in various lessons to match the hours awarded.

The codes used in SIMS for SEN need are:

K: SEN support (school is putting in support beyond class differentiation)

S: A Statutory assessment (Statement is in place)

E: an Educational Health and Care Plan is in place

Collaboration

Pupils and parents are kept informed of every step, they are invited to meetings and everyone's views are considered important. St Mary's values every member of its school community and at these discussions the pupil's strengths and difficulties are discussed, pupils and parents' concerns are listened to before next steps and outcomes are agreed upon by all involved.

Parents and pupils are kept informed of all provision in place and it is always discussed prior to them starting any intervention programme. The SENCo is available at all parents' evenings, pupil passports and provision maps are sent to parents in September, they are reviewed by all staff in February and July. Shortly after these review periods copies of the reviews and new pupil passports and provision maps are posted to parents of pupils with SEN needs. Parents can contact the SENCo via the phone and email and meetings can be organised at any time.

Record keeping and monitoring

All information, including reports from agencies, letters and copies of all correspondence and meetings are kept in pupil's files in the SENCo's office, these confidential documents are kept in locked filing cabinets and the office is locked when not occupied. Information is kept for all the time the pupil is at St Mary's, if the pupils moves to another school information will be forwarded.

At the end of KS4 or KS5 when the pupil leaves St Mary's the files are kept for one year in the SENCo's files, then after one year they are archived within the school premises.

The SIMs SEN portal is being developed by the SENCo and this will keep information about a pupils SEN status, description of their need and the agencies involved electronically as well as paper copies.

Monitoring of provision

The SEN policy and provision will be reviewed on an annual basis. This review will be initiated by the Senior Leader line managing SEN, the SENCo and the SEN Governor, and discussed as a whole staff. Parent and pupil views will also be sought.

Criteria for success:

- The effectiveness of the systems for early identification and assessment of pupils with SEN
- The effective partnership between parents, staff and external agencies
- Involvement of pupils
- Increased involvement of parents in their child's learning
- Use of external agencies
- Improvement in standards of pupils identified as having SEN



It is the role of all teachers to monitor the progress of pupils with SEN, St Mary's marking policy clearly indicates diagnostic marking must take place at least twice a half term and individual subjects have created marking procedures unique to their subject. Marking must clearly show teacher-pupil dialogue, as well as a clear target to improve their work and praise for outcomes being met.

The SENCo and subject leaders track all pupils receiving SEN support and review their progress at least once a half term when Assessment Point data is submitted (AP data). AP data is used by Learning co-ordinators, subject leaders and the leadership group to track pupil progress. If progress is not being made individual subject leaders and Learning Co-ordinators will put intervention in place. If the SEN pupil has high needs then the SENCo will always be consulted before the intervention is decided.

All subject teachers create a seating plan identifying pupils' needs, including SEN, they will consider seating, grouping and the plans will show target grades and current working grades. These are updated at least every half a term as grades alter.

The SENCo and subject leaders monitor SEN provision as part of the half termly learning walk cycles. Subject leaders have clear criteria to mark against on the learning walk pro forma, they also complete marking walks and work scrutiny every half term. These 'walks' are scanned and sent to the Assistant Head in charge of teaching and learning and sent to subject leaders by the SENCo. If SEN provision is felt not to be adequate, the teacher will have feedback before a further learning walk is conducted with the subject leader and the SENCo.

The Senior Leadership Team complete learning and marking walks half termly.

All teachers are observed at least twice a year as part of their performance management; a key part of the observation is provision for SEN pupils.

As part of quality and assurance the SENCo meets with the line manager every half term to discuss the teaching provision for pupils with SEN.

Working together with outside agencies

If a pupil is causing concern academically or emotionally and socially further assessment advice can be gained from outside agencies including the Educational Psychology Service (EP), Speech and Language Therapy (SALT), Occupational Therapy (OT), Physiotherapy, Low Incidence team in Visual Impairment and Hearing Impairment, (VI and HI), medical services including local hospitals, Physical and Neurological Impairment (PNI), the Communications Disorders Team which includes the language assessment and autism advisory team, social workers, Connexions and careers advice and the school nurse.

Parents and pupils are involved throughout the whole process and will be invited to meet with the professionals prior or after the assessment as well as receiving a copy of the written report.

The Educational Psychology and Speech and Language service both offer consultations for parents and teachers. These are held in local schools and parents and schools can book a 45 minute consultation.

Transition

Prior to starting Year 7 St Mary's holds a 'moving up club' which provides two extra school visits to St Mary's for students identified as requiring additional support with transition to a secondary school environment. These are decided on by the SENCo and include a visit after school with parents so they tour the school as an empty site and one visit in a morning when they are invited into sample lessons to experience St Mary's at work.



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St Mary's uses the Connexions service for Year 9 and Year 11 transition. Pupils with statements or EHC plans will have a meeting with connexions to discuss subject choices in Year 9, and school, college or employment choices at Year 11. Pupil with Statements or EHC plans will complete a preparing for adulthood form with Connexions so appropriate subject and educational placements are decided upon.

In Year 11 pupils with Statements or EHC plans and those on the SEN register have additional support from St Mary's careers guidance teacher, and Connexions. Colleges may be invited to Statement and EHC plan reviews, and St Mary's ensures all SEN and exam access information is passed on in the first half of the autumn term after they have joined the college.

Pupils who wish to stay on to St Mary's sixth form must meet the sixth form criteria and individual subject criteria. Pupils with a Statement of Educational Needs or an EHC plan may name St Mary's but they still have to meet the sixth form and subject criteria. (Please see the policy on Entry into Year 13)

Children in specific circumstances

- Miss D McHugh is the staff member responsible for looked after children.
- Miss D McHugh is the designated teachers for child protection
- Mrs C Wilkin is the deputy designated teacher for child protection along with Mrs C Satchell and Mr S Tatum.
- Mrs C Wilkin is the pupil premium manager.

Safeguarding

Everyone at St Mary's respects the right of all members of the school community

1. to learn
2. to feel safe
3. to work in a pleasant environment

St Mary's aims to create a non-threatening environment to ensure all pupils are safe. The school will endeavour to develop a community of tolerance and respect. Staff will be alert to other events such as bullying, bereavement or they will endeavour to protect children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and optimising children's life chances.

The school's Anti-Bullying Policy supports the inclusive nature of this school to safeguard the needs of all students. St Mary's School and its Governing Body are committed to ensuring consistency of treatment and fairness, and will abide by all relevant equality legislation.

(Please see St Mary's policies on Bullying, Bereavement, Child Protection and the Inclusion Strategy)

Training

All teachers and support staff undertake induction on taking up a post. When a pupil has a specific need, staff will be informed of this from the SENCo, teachers will have copies of their Statements of Educational Needs or Educational Health and Care Plans. LSAs have access to these. Key information and guidance is on the pupil passport which all staff have access to.

All staff, including LSAs, discusses professional development opportunities for the coming year at their annual appraisal meeting. The SENCo liaises with form teachers, subject leaders and Learning Co-ordinators to ensure training and information is available. INSET and training for staff is planned for by the SENCo. Please see St Mary's Development Plan on Teaching and Learning for further details.

Funding and Resources



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The school receives, through the Local Authority, annually allocated funding for Special Educational Needs, and based on a formula.

The school aims to meet the needs of each child, by providing the most suitable type of provision required at any particular time.

Where the school is unable to provide the level of support needed by a pupil an application for additional funding (ENF) will be made.

SEN Information Report

St Mary's SEN Information report provides a useful summary of this policy. It is available at www.stmarys.net/about-us/policies-and-reference/

Please see the Hertfordshire Local Offer:
www.hertsdirect.org/localoffer

Dealing with complaints

If parents are not satisfied with the provision made at the school for they should contact the SENCO in the first instance.

If this matter cannot be resolved they should follow the procedures outlined in St Mary's CES Complaints Procedure. It is hoped that all complains will be dealt with as soon as possible to ensure that appropriate provision is always made. Complaints may be made verbally, or in writing, and will be recorded. The SEN Governor will be advised of any formal complaints made regarding the schools provision for SEN.

Related legislation:

Equality Act 2010: Advice for schools Keeping Children Safe in Education (July 2015)

Reasonable adjustments for disabled pupils (2012)

Supporting pupils at school with medical conditions (2014)

The Children and Families Act (2014)

Working Together to Safeguard Children (March 2014)

The Children Act (1989)

Review Governor Committee: School Improvement Committee

Date of review: November 2017

Next Review Date: November 2018