

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY



SEND CO ORDINATORS

D Regan and M George

May 2023

Our Lady's RC Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

MISSION STATEMENT

Our Ladys RC Primary School is a voluntary aided, inclusive, Roman Catholic School serving the children of Our Lady's and St Alphonsus and neighbouring parishes.

The school exists to help the Catholic Community fulfill the promise made to each child when welcomed in Baptism by the promotion of Catholic values in school. This is undertaken in partnership within the home and parish.

Recognising the variety of children's backgrounds, the Governors and staff seek to be sensitive to and cater for their individual needs. We work to create a safe and secure environment with consistency, tolerance and generosity of time for all members of our school community.

We emphasise the positive aspects of all parts of school life, teaching the children about their value and worth and at the same time having high expectations in relation to academic and personal development.

This SEND Policy is written to comply with the 2014 Children and Families Act and it's SEN Code of Practice together with the Equality Act 2010.

THE SEN TEAM AT Our Ladys RC Primary School RC PRIMARY SCHOOL

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to:

Mr Damian Regan - SENDCo

Ms Maria George - SENDCo

Please make an appointment with the school office if you wish to speak to the SENDCo.

Our Lady's RC Primary School is committed to the early identification of Dyslexia and other SPLD's and making provision for children with Special Educational Needs and Disability (SEND) within our setting.

DEFINING SPECIAL EDUCATIONAL NEEDS

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Taken from 2014 SEN Code of Practice: 0 to 25 Years
Introduction xiii and xiv

OUR VISION

God made each one of us unique and here at Our Lady's, we try to treat everyone as an individual to meet their needs both socially and educationally. As with every child in our care, a child who is deemed to have Special Educational Needs is valued, respected and encouraged so they achieve their best.

The targeted and strategic planning enables us to ensure every pupil, regardless of their needs and disabilities, reaches their full potential.

CHANGES TO THE SEND

From September 2014

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENDCo.
- There are four broad categories of SEN:
 - communication and interaction
 - cognition and learning
 - social, emotional and mental health
 - physical and sensory.

We have children in all these categories of SEN

- We are working more closely with parents and children to ensure that take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.
- All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.
- We have high expectations of all our children. Children on our SEND register make progress which compares well with the progress made by other children in school.

THE OBJECTIVES

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school by working in a safe environment that is warm and welcoming with an atmosphere of care and concern
- To work in partnership with parents / carers from the earliest stages, and throughout the process
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- To ensure children benefit from a whole school sensitivity to their needs.

TYPES OF SEND

Types of SEND which we currently have in school, include children with a diagnosis as well as those with learning profiles consistent with the diagnosis

- **COMMUNICATION AND INTERACTION**
autistic spectrum and language disorders
- **COGNITION AND LEARNING**
dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global developmental delay.
- **SOCIAL, EMOTIONAL AND MENTAL HEALTH**
ADHD, emotional difficulties, mental health difficulties
- **PHYSICAL AND SENSORY**
Hearing impaired and Visually impaired
- **MEDICAL NEEDS**

IDENTIFYING CHILDREN AT SENS (SEN SUPPORT)

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- 1 The progress of every child is monitored at pupil progress meetings. If children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENDCo or SLT and a plan of action is agreed.
- 2 Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause.
- 3 Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or parental support.

Although the school can identify special educational needs, 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 ASD or ADHD or some other disability.

WORKING WITH PARENTS AND CHILDREN

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress.

Once a child has been identified as having SEND needs, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed at SENS
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

Depending on age, the child may be invited to attend all or part of the meeting and targets will be discussed using relevant language. At this meeting, a single page profile will be completed. This will be shared with the parent and child and will be updated throughout the year.

Thereafter, parents are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. At these meetings specific and challenging targets will be set, together with a personalised plan which will be recorded on the pupil profile.

EHCP (EDUCATION, HEALTH AND CARE PLAN)

If children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which 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 does not mean that a child needs an EHC Plan.

TEACHING AND LEARNING

We believe that all children learn best when taught with their peers. Our aim is for all children to be working independently, in class. Children with SEN and disabilities are entitled to be taught by a teacher.

PROVISION

The range of provision provided, includes:

- providing small group work (intervention work) with experienced teachers focused on narrowing gaps in learning. The pupils are selected using internal assessment data and the groups may change throughout the course of the year
- a full time teaching assistant in every class focused on narrowing attainment gaps
- 1:1 support for selected pupils
- additional teaching and learning opportunities provided through intervention groups for specific needs
- Rainbow therapeutic Play room, to enhance social communication
- Rainbow sensory garden with equipment to enhance social communication and motor skills
- extra-curricular clubs including: ICT, sports, cookery, breakfast club, Spanish, philosophy, guitar, choir and knitting
- investment in resources for use within the intervention groups and for specific pupils in class.
- CPD for staff so all pupils receive the best possible teaching

ADAPTIONS

When necessary, adaptations are made accordingly to ensure the curriculum and learning environments meet the needs of all pupils with SEND.

All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. All lessons include differentiation of curriculum content and ideas that can be simplified and made more accessible by using visual, tactile and concrete resources.

EXPERTISE

All of our teachers are highly experienced and trained to work with children with SEND. Our staff all have access to advice, information, resources and training to enable them to teach all children effectively. They have access to courses and training for the CPD and work closely with many agencies, including: SALT, School nurse, therapist, Educational Psychologist and outreach support.

EMOTIONAL AND SOCIAL DEVELOPMENT

If a child is presenting with social and emotional needs, we will assess what provision is needed taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete a CAF with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS.

If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school offers a range of social skills or therapeutic interventions. These are generally delivered by trained staff who develop good, trusting relationships with the children.

REPORTING

It will be the responsibility of the Head of School, or a delegated member of staff, to report to the governors

- on the progress made towards narrowing the gap, for socially disadvantaged pupils
- an outline of the provision that was made since the last meeting
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision.

The Governor with particular responsibility for SEND is Susan Hargreaves. She meets with the SENDCO at least termly to discuss actions taken by the school.

COMPLAINTS

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

SUCCESS CRITERIA

The evaluation of our policy is based on how quickly we, as a school, can narrow the attainment gap between SEND pupils and their peers. Targets will be identified and evaluated annually and included in the School Development Plan.

Damian Regan and Maria George