



# **St Peter's Catholic Primary School**

## **Special Educational Needs and Disabilities (SEND) Policy**

*The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share the same commitment. We follow Gloucestershire Safeguarding Children's Board Procedures. For more information go to [www.gscb.org.uk](http://www.gscb.org.uk)*

*This policy must be read in conjunction with the Safeguarding Incorporating Child Protection Policy and the Equal Opportunities Policy.*

**Ratified on: 21<sup>st</sup> March 2019**

**Review Date: March 2020**

**ST PETER'S CATHOLIC PRIMARY SCHOOL** values the contribution that every child and young person can make and welcomes diversity of culture and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with Special Educational Needs and Disabilities (SEND) are valued, respected and equal members of the school.

The *Disability Discrimination Act* identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the *Disability Discrimination Act*. We will assess each child as required, and make the appropriate provision, based on their identified needs. All teachers are teachers of pupils with SEND, the governing body, Headteacher, Inclusion Manager and all members of staff have important responsibilities.

## **OTHER POLICIES**

Inevitably, some children with SEND will also have needs that fall into other vulnerable groups e.g. Free School Meals-including pupils entitled to the pupil premium funding, children who are 'looked after' by the local authority, those who have child protection needs etc. Therefore, this policy needs to be read in conjunction with the relevant policies, including Child Protection, Behaviour and Vulnerable Groups. In these cases, all professionals involved will work as a 'Team Around the Child' and all protocols of confidentiality and consent to share will be strictly adhered to.

## **OBJECTIVES**

- to ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND;
- to enable pupils with SEND to maximise their achievements;
- to ensure that the needs of pupils with SEND are identified, assessed, provided for and reviewed;
- to ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum as appropriate;
- to work in partnership with parents to enable them to make an active contribution to the education of their child;
- to take the views and wishes of the child into account;
- to co-operate closely with other agencies where appropriate.

## **ROLES AND RESPONSIBILITIES**

### **The governing body:**

- in cooperation with the Headteacher, determines the school's general policy and approach to provision for children with SEND;
- establishes the appropriate staffing and funding arrangements;
- maintains a general oversight of the school's work
- takes all steps to ensure disabled children are not discriminated against in the school's admissions arrangements, in the education, exclusion and associated services provided by the school for its pupils or in relation to exclusions from the school.
- appoints an SEND governor to take a particular interest in and closely monitor the school's work on behalf of children with SEND reports to the parents annually on behalf of children with SEND;
- reviews the SEND policy.

SEND Governor – Mrs K Foran

**The Headteacher:**

- has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND;
- keeps the governing body fully informed of SEND matters in the school;
- works closely with the Inclusion Manager in ensuring that the needs of children with SEND are met.

Headteacher – Mrs Carol Baron

**The Inclusion Manager:**

- in collaboration with the Headteacher and governing body determines the strategic development of SEND policy and provision in school in order to raise the achievement of children with SEND;
- has responsibility for the day to day operation of the SEND policy;
- coordinates provision for pupils with SEND through the Code of Practice
- works closely with staff, parents, carers and other agencies to ensure appropriate provision for children with SEND;
- is responsible for the induction of Teaching Assistants who work with children with SEND;
- meets regularly with the TA's and oversees and monitors the work they carry out;
- oversees the records of all children with SEND;
- analyses and assesses the needs of children with SEND with the class teacher;
- monitors the quality of teaching of children with SEND and standards of pupil's achievements;
- contributes to the in-service training of staff;
- in consultation with the class teacher and TA draws up my plans/my plan plus for pupils with SEND.

Inclusion Manager – Mrs Caroline Osborne-Jones

**All teaching staff:**

- are responsible for identification and assessment of any children for whom they have concerns, which may indicate a special educational need and then notifying the INCLUSION MANAGER of their concerns;
- are responsible for teaching children with SEND in their class using appropriate strategies and materials;
- adhere to the plans drawn up for children with SEND;
- maintain records to show the progress of children with SEND;
- plan appropriate intervention and monitor impact.

**Teaching Assistants:**

- foster independence in learning and managing physical needs;
- enable children to access the whole curriculum as far as possible;
- support children individually on a given task or during whole class teaching or group work;
- support work programmes or differentiated tasks with the class teacher;
- work with children towards meeting their my plan/my plan plus outcomes;
- prepare materials to assist learning;
- keep records where appropriate;
- contribute to reviews;

- feedback and discuss children's progress with the class teacher and/or Inclusion Manager.

## **ARRANGEMENTS FOR CO-ORDINATING EDUCATIONAL PROVISION**

Mrs Osborne-Jones is responsible for co-ordinating the provision for special educational needs throughout the school. This involves:

- Day to day operation of the SEND policy
- Monitoring, evaluation and review of policy and practise in SEND, including lesson observations, TA observations, Pupil interviews, scrutiny of work and home school dialogue recorded in children's planners.
- Establishing and monitoring year group provision maps, class tracking and guided group records, to ensure correlation between the SEND register and intervention groups
- Working in partnership with class teachers, teaching assistants and parents to manage the assess, plan, do, review cycle using Gloucestershire's Graduated Pathway – My Profile, My Plan, My Assessment/My Plan Plus, Education, Health, Care Plan (EHCP).
- Maintaining the school's system of provision mapping

## **ADMISSION ARRANGEMENTS**

The Headteacher and governors are responsible for the admission arrangements which accord with those laid down by the local education authority. The school acknowledges in full its responsibility to admit pupils with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEND.

## **SPECIALIST PROVISION**

As a school we recognise that a number of children will experience emotional and social problems which can affect their school life and learning in particular. We seek to provide a safe and secure environment for those children.

We have access to five disabled toilets for children with special medical conditions.

## **IDENTIFICATION, ASSESSMENT AND PROVISION**

The Inclusion Manager is involved in scrutinising data, tracking pupil progress and attending pupil progress meetings and working in partnership with teachers to raise any concerns related to individual or groups of pupils.

In accordance with the Special Educational Needs Code of Practice (2014), we have adopted a graduated response that encompasses an array of strategies to help children with SEND. This approach recognises that there is a continuum of SEND and where necessary, brings increasing specialist expertise to advise on the difficulties a child may be experiencing.

The school aims to identify children with SEND as their needs arise. For those children entering Reception class, this process begins during the Summer term prior to their arrival, when contacts are made to all feeder pre-schools, requesting information about each child, including whether the child has any special educational needs and any issues which may be of concern. We also meet with all the new parents to request any helpful information regarding their child's learning. Visits

are made to the pre-schools, where appropriate, to observe the children who may have SEND. All this information, together with the child's records, helps to ensure suitable arrangements are in place for a child with SEND.

### **Initial Concern**

*Following admission to the school, it is the class teacher's responsibility to monitor all the children's progress and provide quality first teaching to arrangements to ensure the needs of the majority of children are being met. All children will complete a 'My Profile' sheet on entry to each class identifying their own strengths and difficulties. If progress is insufficient, the class teacher will use various teaching methods and strategies with the pupil, including differentiation for curricular access, use of adult support and will discuss their concern with the parent. If there is continued insufficient progress, the class teacher will discuss their concerns with the Inclusion Manager outlining the child's strengths and weaknesses based on the Local Authority's SEND guidance booklet and then complete a 'Cause for Concern' form. They will use assessment data, samples of work and any observations to decide if further provision is needed.*

### **My Plan**

*Following assessment of the child's needs, a 'My Plan' is drawn up by the Inclusion Manager and class teacher in consultation with the parent. This outlines the child's needs and the provision which the school is making and sets outcomes for the child to work towards with the support of the parent. At this stage the child will be taught all or most of the time in the classroom, supported through clear differentiation of work, flexible grouping or TA working in the classroom. Sometimes specialist assessment and advice may be sought from external support services, for example, Speech and Language Therapy, the Advisory services or the Educational Psychologist and their advice will contribute to the 'My Plan'.*

*There will be continuous assessment of the child's outcomes by the Inclusion Manager, class teacher and TA. Teachers will discuss and review outcomes with the parents at the October and March Parents' Evenings, at these evenings the Inclusion Manager will also be available to join in the consultation. In June/July, parents will be invited to school for a meeting to discuss the final review.*

*When the outcomes have been achieved and the child's needs can be met through quality first teaching and no additional support is required, then the child will be monitored by the normal procedures and will be removed from the SEND register.*

### **My Assessment/My Plan Plus**

*Where progress remains insufficient, additional specialist assessment and advice may be sought from external support services, for example, Speech and Language Therapy, Advisory Teacher Services or the Educational Psychologist. In collaboration with the child, parents, school and external agencies a Team Around the Child (TAC) meeting is held and needs will be written on a My Assessment. A more focussed 'My Plan Plus' is drawn up with regular reviews of outcomes.*

*The pupil will continue to be taught within the classroom for most of the time and targeted adult support will be given by a TA, teacher or the Inclusion Manager, often through small group and 1:1 as appropriate. There will be an increasingly individualised programme for the child within the context of an inclusive curriculum. When the outcomes have been achieved and the child's needs can be met through quality first teaching and no additional support is required, then the child will be monitored by the normal procedures and will be removed from the SEND register.*

## **Education, Health and Care Plan (EHCP)**

*For a very few children, the help given by the school through a My Plan Plus may not be enough to enable sufficient progress. Where there is significant cause for concern, the school in consultation with parents and specialist external agencies may ask the Local Authority (LA) to initiate a EHCP assessment.*

*The LA will seek information about the child's difficulties at school, his/her progress and the provision already being provided by the school and external agencies. On the basis of all this information, the LA will make a decision on whether an assessment is necessary.*

*If a decision is made to go ahead with an EHCP assessment, the LA will seek parental, educational and psychological advice or advice from social services or other agencies involved with the child. The views of the child are ascertained if possible.*

*Following a review of the information, the LA may decide to draw up an EHCP. The EHCP will detail all the child's special educational needs and the provision which the LA considers appropriate to meet the needs described. Outcomes and arrangements for monitoring progress will also be included.*

*The provision may include specialist teaching time or TA time, specialist equipment, or specialist support and advice for the teaching staff. The school aims to work closely with specialists involved in the support of children with EHCPs and to make the most of additional resources provided.*

*All EHCP's must be reviewed at least annually. This ensures that the parents, the pupil, the LA, the school and all the professionals involved, consider both the progress the pupil has made, whether any amendments need to be made and the provision continues to be appropriate.*

## **ACCESS TO THE CURRICULUM**

All pupils have the entitlement to a broad, balanced and relevant curriculum. All pupils with SEND are taught for most of the week with their peers in mainstream classes by class teachers and access the curriculum appropriate for their age. All teaching and support staff strive to

- provide suitable learning challenges
- meet the pupil's diverse needs
- remove the barriers to learning and assessment

With advice and support from the Inclusion Manager, teachers match the learning to the needs of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, the materials are modified or support is provided to enable pupils with SEND to access the learning or assessment process.

The school acknowledges that its practice makes a difference. Because of this the school and teachers regularly review and assess issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

Sometimes it is necessary for pupils to be withdrawn from the classroom to participate in personalised curriculums which have been planned by their teachers. This provision may be provided through 1:1 or small group work. Withdrawal from the classroom to access the groups will be carefully timetabled to ensure that the children does not miss out on any particular aspect of the curriculum on a regular basis over a long period of time.

In addition to the statutory curriculum, children with SEND are encouraged and supported to join in additional activities. Following a risk assessment, all children with SEND attend school outings with the necessary support and are encouraged to take part in after school clubs and activities.

## **MONITORING AND EVALUATION**

The school, including the governing body, is committed to regular evaluation of the effectiveness of its work. In this respect, the governing body reports annually to parents upon the quality of education provided for and the achievements of pupils with SEND. The school employs a series of methods to gather data for analysing including:

- regular observation of teaching by the Headteacher, senior leadership team and subject coordinators;
- analysis of the attainment and progress of different groups of pupils with SEND by the head, deputy and Inclusion Manager at the class teachers' pupil progress meetings;
- success rates of My Plan outcomes;
- scrutiny of teacher's planning and pupil's work
- reading and spelling ages
- monitoring of individual and group provision through observations and completion by staff of intervention monitoring sheets
- deployment of TAs
- regular meetings between Inclusion Manager and class teachers and teaching assistants (TAs)

## **PARTNERSHIPS WITH PARENTS**

The school is fully committed to a partnership with parents, which often begins well before the children start school. Pre-school children come into the Reception classes to listen to stories and have pre-school visits with their parents and carers and families are invited to celebrate masses and class assemblies. Once the children have started school this partnership is continued and extended to include parents coming to support early morning tasks, support with groups activities and individual support. The Inclusion Manager is available to talk to parents before and after school, and throughout the day. She also attends parents' evenings, to offer additional support and advice. At all times parents' views are and concerns are valued and respected, and this two-way dialogue is part of the day to day life of the school.

*Parents are encouraged to make use of the services of "SEND information, advice and support service (SENDIASS)". This could be a consultation regarding possible solutions to disagreements or difficult situations, home visits, help with form completion or attending meetings with parents.*

## **ARRANGEMENTS FOR DEALING WITH COMPLAINTS**

If a parent/carer is concerned about the provision for their child they should initially raise their concerns with the class teacher. These concerns are usually discussed with the Inclusion Manager and if necessary, the Headteacher.

Should parents wish to complain about any issue connected with SEND, they are invited to do so in writing, addressed to the Chair of Governors.

## **EVALUATING THE SUCCESS OF THIS POLICY**

This policy will be continually monitored, reviewed and evaluated against the aims and objectives set out early in the policy through rigorous self-evaluation by the Inclusion Manager in liaison with the school's SEND governor and the Headteacher. The Inclusion Manager forms an action plan

based upon the areas for development and produces an annual statement which is monitored by the SEN governor.

**St Peter's Catholic Primary School** recognises the link between inclusive education and catering for diversity. This means promoting a whole school ethos that values all children and their families. Whatever their needs, we ensure that the admission of pupils with SEND is handled positively and sensitively and their needs are adequately met. All parents and children should be made to feel welcome.

**Policy reviewed by**

St Peter's Catholic Primary School Full Governing Body

21<sup>st</sup> March 2019

Review due: 2020