



ST. PETER'S CATHOLIC PRIMARY SCHOOL

SEND Policy

Learning Together

Loving God

Becoming the best I can

The Appointment of a S.E.N. Coordinator

The name of the SENCO for St Peter's school is Mrs Jayne Burrows, who was appointed by the Governors from April 2003 and is a member of the school's senior management team. The contact number for Mrs Burrows is 01922 710872.

Catholic Ethos of St Peter's School and S.E.N. Provision (Philosophy)

As a Catholic school we believe that all children should receive an education that is appropriate to their individual needs and that will enable them to take a full role in society as adults.

We believe that all members of our school community should be valued.

We feel that basic reading and writing skills are essential tools of learning and we feel that support should be given to those pupils whose emotional and behavioural difficulties; sensory or physical difficulties affect their education.

"Since every person of whatever race, condition and age is endowed with human dignity, he/she has an inalienable right to an education corresponding to his/her proper destiny and suited to his/her talents". Gravissimum Educationis Vatican II.

Section 1 – Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010 advice for schools DfE February 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory guidance on Supporting pupils at school with medical conditions September 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCO with liaison with the SEN Governor, Senior Management Team and staff. This policy has been compiled in light of the current changes in SEND and it reflects the SEND Code of Practice 0 – 25 guidance 2014.

At St Peter's school we believe that every child has the right to quality teaching and to achieve their potential.

Every teacher is a teacher of every pupil including those with SEND.

Section 2 – Aims and Objectives

Aim

The aim of our special educational need and disability policy and practice in this school is to raise the aspirations of and expectations for all pupils with SEND, the school provides a focus on outcomes for pupils.

Objectives

- To identify and provide for pupils with special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2014.

- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy.
- To provide support and advice for all staff working with special educational needs pupils.
- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment, and to printed information for all.
- To ensure that all pupils with SEN engage in activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles of the curriculum.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need:

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

- To request, monitor and respond to parent/carers' and pupils views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

SECTION 3 – Identifying Special Educational Needs

Special Educational Needs need to be identified as early as possible the class teacher should inform the parents and SENCO of any issues , who will then notify the Head teacher and the Senior Management Team, who will inform the Governors. Information will be provided on Head's Termly Report. The staff needs to pay regard to the Code of Practice when identifying the children with SEN needs. The school will accept a child has a Special Need if they have a physical or sensory disability which affects their requirements in order to be able to receive the National Curriculum, if they have emotional, social and behavioural difficulties which affect their progress, or learning difficulties if their level of achievement is significantly below

the norm for their age and progress is only achieved by a disproportionate amount of teacher time.

What are special educational needs?

A pupil has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a pupil is to be treated as a special educational provision. Code of Practice 2014

The four broad areas give an overview of the range of needs that should be planned for. These areas are:

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

The purpose of identification is to work out what action the school needs to take not to fit a pupil into a category.

These areas are NOT SEN but may impact on progress and attainment.

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all schools provided under the 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 Looked After Child
- Being a child of a serviceman/woman

Section 4 – A Graduated Approach to SEN support

Arrangements for coordinating provision for pupils with S.E.N.

It is the responsibility of all teachers to identify and meet difficulties in learning. The teachers will be supported in their endeavours to meet these needs at each stage of assessment and provision.

Early Response Stage.

If a child is not making sufficient progress and evidence (e.g. observations, test results, reading records, math's records, self-esteem issues etc) suggests that their attainment is falling behind that of other members of the class in core subjects of the National Curriculum, the class teacher should complete an 'Early Response Stage' form.

If the pupil has not made adequate progress once they have received targeted support at 'Early Response Stage' the school will then, in consultation with the parents and class teacher, take regard of the following points to establish if there is a need for the pupil to be placed on the school's SEN register:

- What previous work has been undertaken and by whom. This will include looking at quality first teaching and specific interventions.
- Quality, differentiated teaching for individual pupils.
- The Assess – Plan – Do – Review cycle will begin.

SEN Support Stage.

If differentiation alone has not resulted in the child achieving targets set by the class teacher, the class teacher and SENCO may decide to set individual specific targets for the pupil. This will begin after an initial consultation between the teachers, parents and the SENCO. After the initial consultation targets will be set and reviewed termly with the class teacher and parents. Relevant information should be recorded on the appropriate forms following each review. This will incorporate the Assess - Plan – Do – Review cycle. For higher levels of need the school will consult with outside agencies such as Educational Psychologist, School Health and Speech and Language for advice and support.

Education, Health Care Plan (EHCP).

For pupils who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

Reviews.

The review will focus on the progress made by the child, the effectiveness of the education plan, updated information and advice, the contribution made by the parents at home and plan future action.

Reviews for pupils at Early Response Stage will be part of the Parent's Evening interview. Reviews for pupils at SEN Support Stage will be held at appropriate dates set by the SENCO. Reviews will be carried out termly for each pupil on the SEN list.

Relevant information should be recorded on the appropriate forms following each review.

Annual Review of Education, Health and Care Plan.

Walsall Children's Services requires the Head teacher of the child's school to submit a review report by a specified date. Walsall must give at least 2 months' notice of the date by which the report is required.

The SENDCO must seek written advice from the parents, any people specified by Walsall Children's Services, and from anyone else the SENDCO considers appropriate. That advice will relate to the child's progress towards meeting the objectives in the statement and towards meeting any targets established to help meet the objectives specified in the statement; the application of the national curriculum; the continued appropriateness of the statement; any amendments to the statement; or whether the statement should cease to be maintained.

Before producing the review report, the SENDCO must convene a meeting to assist in its preparation. The SENDCO must invite the parents and relevant staff members, any people specified by Walsall Children's Services and anyone else the SENDCO considers appropriate; and must circulate copies of the advice received before the meeting. Following the meeting the SENDCO must submit the review report to Walsall Children's Services by the specified date. The SENDCO will carry out these duties on behalf of the Head Teacher.

Matching pupils needs to the curriculum.

Teachers plan using assessments and knowledge of the pupils, differentiating work to better match ability to work provided for all pupils in the classroom. When a pupil has been identified as having special needs their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition they will be provided with additional support that may include specialized equipment or resources, ICT and/or additional help.

Section 6 – Criteria for exiting the SEN register.

After completing the cycle Assess – Plan – Do – Review, if the pupil has made sufficient progress and the needs are being met within the established differentiation of the class a meeting will be held with parents, class teacher and SENCO to discuss the pupil exiting the SEN list. The pupil's progress will be monitored through the school's monitoring and assessment procedures.

Section 7 - Supporting pupils/families well-being.

The school offers a variety of pastoral support for pupils. These include;

- A Personal, Social, Health and Economic (PSHE) curriculum incorporated within the Catholic ethos of the school, assemblies, topic work and RE lessons. This aims to provide pupils with the knowledge, understanding and skills needed to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice opportunities through coffee mornings, parent's evenings and other termly events within school.
- Small group interventions to support pupil's well-being such as Nurture and Pragmatics. These are identified on our provision maps.
- The school has completed the Anti-bullying Pledge and is audited annually for its provision in regard to ensuring pupils safety by external agencies.

Section 8 – Supporting pupils at school with medical conditions.

Pupils with medical conditions will be provided with a Health Care Plan compiled by a school health nurse in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training by appropriate medical agencies. All medicine administration procedures adhere to the LA policy and DfE guidelines included within 'Supporting pupils at school with medical conditions' (DfE 2014).

Section 9 – Monitoring and evaluation of SEND.

The SENCO, Senior Management and outside advisors will regularly observe class teachers and teaching assistants to monitor and evaluate the quality of intervention given to SEND pupils. Book trawls will also be undertaken to ensure pupil's targets are being taught and evidence of correct level and input of provision is given.

Section 10 – Training and Resources.

SEND is funded through the Local Authority's notional budget. In order to maintain and develop the quality of teaching and provision and to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENCO regularly attends any Local Authority SENCO network meetings and any other relevant training from other agencies in order to keep up-to-date with local and national updates in SEND.

Section 11 – Roles and Responsibilities

The staff and their responsibilities are listed below:-

- SEN Governor – Mrs J. Wyborn
- SENDCO – Mrs J Burrows
- SEN teaching assistant mentor – Mrs J. Burrows
- Designated Safeguarding Lead – Mrs H Taylor
- Pupil premium children – Mrs D. Beirne
- LAC pupils – Mrs J. Burrows
- Meeting medical needs – Mrs J. Burrows/Miss S Merrett

Roles and responsibilities of the SENCO.

- The SENCO is responsible for the day to day operation of this policy in St Peter's school;
- Liaising with and advising class teachers/subject coordinators;
- Coordinating provision for pupils ensuring a graduated response to school based support, school enhanced support and Education Health Care Plans (EHCP);
- Overseeing the records on all pupils with S.E.N;
- Maintaining the school's list of children with SEN, disability and medical needs;
- Liaising with parents of children with S.E.N, disability and medical needs;
- Liaising with Walsall Children's Services and with external agencies;
- Convening annual review meetings for children with Education, Health Care Plans;
- Contributing to the in-service training for the whole school.

The Appointment of a Governor as "Responsible Person" for S.E.N.

The Governor acting as the 'Responsible Person' for S.E.N. in St Peter's School is Mrs. Jenny Wyborn.

- The Governors of St Peter's School will do their best to secure that the necessary provision is made for any pupil who has SEN, disability or medical needs;
- To secure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have SEN needs;
- Review and report annually to parents on the school's SEND Policy;
- Ensure that pupils with SEN, disability and medical needs join in the activities of the school together with pupils who do not have these needs, so far as that is reasonably practical and compatible with the pupil receiving the special educational provision, the efficient education of other children in the school and the efficient use of resources;
- Have regard to the Code of Practice when carrying out their duties towards all pupils with Special Needs;
- Ensure that a climate is created in the school, which is inclusive of SEN and where the quality of education offered to all is of the highest standard.

Section 12 – Storing and Managing Information.

All SEN documents are stored in a central place and are in a locked cupboard. This is in line with the school policy on Information Management and confidentiality policy.

Section 13 - Monitoring and Review of Policy.

The effectiveness of this policy will be monitored by the SENCO through consultation with the staff of the school; this will be reported to the governing body. Comments will be made on the effectiveness of the school's system at each stage for:

1. Identification of children's Special Needs.
2. Consultation and assessment of their needs.
3. Provision for their needs and opportunities for pupils to participate and contribute as members of the school community.
4. Monitoring and record keeping.
5. The use of outside support services and agencies.

The policy will be reviewed during the autumn term every academic year.

Section 14 – Accessibility

See school's Accessibility Plan

Section 15 – Dealing with Complaints

If a parent as a complaint regarding SEN they will follow the school's complaint procedure as outlined in the Complaint Policy.

Section 16 - Bullying

The school's Anti-Bullying Policy details the steps that are taken to ensure and mitigate the risk of bullying of vulnerable learners. The school's Safeguarding Policy details how the school safeguards all pupils and aims to promote independence and build resilience within the pupils learning.

Section 17 – Links to other policies

- SEN Information Report
- Managing medicines in school policy
- Accessibility Plan
- Information Management policy
- Confidentiality policy

This policy will be reviewed annually

The next review date is May 2024

