

SEND Policy Summary

Mission Statement

To provide a	Catholic Education, embracing world faiths.
Nurturing	Happy and motivated children
Who want to	Reach to achieve high expectations
	In partnership with parents
	Supported by a committed staff and Governing Body
Who help children	To feel self-worth and know success.

AIM

We are committed to using our best endeavours to provide an appropriate and high quality education for all children at our school which enables them to

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition to their next phase of education.

We consider every teacher to be a teacher of every child, including those with special educational needs and disabilities. We have the highest aspirations and expectations for all pupils, including those with special educational needs.

We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other. This will be through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for children with SEND.

IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

A pupil has SEND where their learning difficulty or disability calls for special educational provision to be made for them, that is provision different from or additional to that normally available to pupils of the same age.

The identification of SEND is built into the overall approach of monitoring the progress and development of all pupils. Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessments of progress for all pupils, identifying in particular where pupils are making less than expected progress given their age and individual circumstances.

Broad areas of need as outlined in the SEND Code of Practice (2014)

These four broad areas give an overview of the range of needs that the school needs to consider. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

The SENDCo

Mrs Clare Quinn is the SENDCo (Special Educational Needs & Disabilities Co-ordinator) and her key responsibilities are taken from the SEND 0- 25 Code of Practice (2014). These include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- ensuring that the school keeps the records of all pupils with SEND up to date.

Graduated Approach

Working together the SENDCo, class teacher, parents and child will select support and intervention to meet the outcomes identified for the pupil through an **SEND Support Plan**. This SEND support will take the form of a four part cycle (**assess - plan - do - review**) resulting in a growing understanding of the pupils needs, of what supports the pupil in making good progress and securing good outcomes. This SEN Support Plan will be reviewed with parents and their child, three times a year.

SUPPORTING PARENTS/CARERS OF CHILDREN WITH SEND

The school is fully committed to a meaningful partnership with parents of children with special educational needs. This will allow them to be as fully involved as possible in decisions and will ensure they are provided with the information and support necessary to enable participation in those decisions.

SUPPORTING PUPIL VOICE

The school recognises that all pupils have the right to be involved in making decisions and should make a contribution into their SEND Support Plan.

MONITORING AND EVALUATION OF SEN

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils, including those with SEND.