



Saint Peter's Catholic Primary School

'Christ in the centre, excellence at the heart'

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

SEND POLICY

Approving Committee: Curriculum Committee

Approved /Adopted Date: 25/09/17

Meeting Minutes of: 25/09/17

Signed: John Cullinan (Chair of approving/adopting committee)

Name: John Cullinan

Next Review Date: Autumn 2018

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (July 2014) 3.66 and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013 SEND Code of Practice 0 - 25 (July 2014)

School SEN Information Report regulations (2014)

Statutory Guidance on supporting pupils at school with medical conditions April 2014 The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013 Child Protection Policy

Working in Partnership with Parents Policy Accessibility Plan Teachers Standards 2012

The process of developing the draft of this policy was initially carried out by the Affinity TSA SENDCo Leadership Development Group. It was then shared by the SENDCo in consultation with SEN Governor, parents, pupils and staff at the school.

KEY STAFF

SENDCo: Clare Quinn. Mrs Quinn is a qualified teacher who gained the NaSENCo Award in 2012.

Head Teacher: Mrs Luisa Rinaldi-Oxley.

SEND Governor: Mr J Connolly.

DEFINITIONS AND ABBREVIATIONS

SEND - Special Educational Needs and/or Disabilities

SENDCo - Special Educational Needs and Disabilities Co-ordinator

Pupil Premium - Additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

EHC Plan - Education, Health and Care Plan

Statements - Statements of Special Educational Needs are being replaced by EHC Plans prior to transfer to a new stage of education.

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 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 is created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for children with SEND.

We aim to provide all children, including those with special educational needs and disabilities, with a broad, balanced academic and social curriculum. This ensures the curriculum is accessible and they are fully included in all aspects of school life and feel equally valued and fully part of the school community.

OBJECTIVES

To achieve this aim we will:

1. Strive to establish a fully inclusive school by eliminating prejudice and discrimination, creating an environment where all children can be happy, flourish and feel safe.
2. We will respond to learners in ways which take account of their varied needs and life experiences, doing everything we can to meet a child's SEND.
3. We are committed to identifying a pupil's special educational needs at the earliest point and then making effective provision, as this is known to improve long term outcomes.
4. Work in close partnership with parents to achieve these aims. We are committed to parents participating as fully as possible in decisions, providing information and support where necessary to enable this.
5. Support pupils themselves to express their views and be fully involved in decisions which affect them, encouraging them to become increasingly effective self-advocates.
6. Work in close partnership with a range of specialist agencies to enable us to provide effective targeted support.
7. Provide support, advice and training for all staff working with pupils with special educational needs, to enable them to adapt teaching in response to the strengths and needs of all pupils.
8. Appoint a qualified SENDCo who will have responsibility for the day-to-day operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

The Head Teacher, SENDCo, all staff and the Governing Body will work within the guidance outlined in the SEND Code of Practice 0 - 25 (July 2014).

IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

A pupil is identified as 'SEND' where their learning difficulty or disability calls for special educational provision to be made for them, that is different from or additional to that normally available to pupils of the same age. For some children, SEND can be identified at an early age. However, for others, difficulties become evident only as they progress through school.

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. Where a pupil's progress is causing concern, this may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment - for instance, where a pupil needs to make additional progress with social needs.

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

There are four broad areas that classify the range of needs that a school will need 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 purpose of identification is to work out what action the school needs to take, rather than fit a pupil into a category. At Saint Peter's, the needs of the whole child will always be considered in this process. There are other factors that may impact on progress and attainment that are not considered

SEND:

- ‡ Disability
- ‡ Attendance and punctuality
- ‡ Health and Welfare
- ‡ English as an additional language
- ‡ Being in receipt of pupil premium grant
- ‡ Being a looked after child
- ‡ Being a child of a serviceman or service woman

Any concerns relating to a child's behaviour may indicate an underlying SEND need. The school would work with parents to identify possible causes.

THE GRADUATED APPROACH TO SEND SUPPORT (Assess, Plan, Do, Review)

The SEND support will take the form of a four part cycle (assess - plan - do - review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEND of a child.

Assess

Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. The school has a rigorous and regular system, through termly pupil progress meetings, to identify where pupils are not making expected progress or working below national expectations. Class teachers will put in place where necessary, relevant and timely interventions, through quality first teaching, appropriate differentiation and in-class support. All of which is aimed at removing the attainment gap and improving progress. The class teacher will also talk with parents and peers to ensure there is a shared understanding of pupils needs and to gain parental perspective on any emerging concerns and areas of strength.

Plan

Where a pupil's needs are persistent, the class teacher will complete an 'Initial Concerns Checklist' and arrange to meet with the SENDCo. At this meeting a decision will be made on what additional testing needs to be carried out. Parents will be kept informed and where appropriate, the child's views will be sought. If, as a result of this process, it is clear that different and additional provision is required to meet the child's needs, the child will then be placed on the school SEND record. The parents will be informed that the school is making special educational provision for their child. This is known as 'SEND Support' and the child will receive an 'SEN Support Plan' which will be shared with parents. The class teacher remains responsible and accountable at all times for the progress and development of all children in his/her class, even where a child may be receiving support from a teaching

assistant. High quality teaching, differentiated for individual pupils is always seen as the first step in responding to pupils' who may have SEND.

Do

Working together the SENDCo, class teacher, parents and child (where appropriate) will select appropriate support and intervention to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness. This will be delivered by staff with sufficient skills and knowledge.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed formally each term, although targets will be developed constantly as progress is made. The review process will include an evaluation of the impact and quality of the support and intervention and the views of the pupil and their parents. This review will then feed back into the analysis of the pupil's needs. The class teacher, with support from the SENDCo where needed, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

The school can involve specialists at any point for advice regarding early identification and effective support. However, where a pupil continues to make less than expected progress, despite support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. Parents will always be involved in any decision to involve specialists along with the child's class teacher and in appropriate cases, the child them self. Specialist agencies will only be contacted where parents are in agreement. It is the SENDCo's role to contact any specialist agencies. The involvement of specialists will be recorded and records kept of their advice. This will be shared with parents, relevant teaching staff and, where appropriate, the child.

Examples of specialist agencies used by and that are available to be used by the school

- ✦ Educational psychologists
- ✦ Child and Adolescent Mental Health Services (CAMHS)
- ✦ Education Inclusion Service specialist teachers
- ✦ Specialist teachers for children with hearing and vision impairment , including multisensory impairment, and for those with a physical disability
- ✦ Speech and language therapists
- ✦ Occupational therapists and physiotherapists
- ✦ AOS - Autism Outreach
- ✦ Behaviour Support- Oakfield Short Stay School
- ✦ Dorothy Goodman Outreach

In some cases, there is a charge for accessing specialist agency support; funding for which comes from the school's notional SEND budget and will be monitored by the SENDCo and Head Teacher.

Where pupils are made subject of an EHC Plan, the school will work in close partnership with any specialist agencies named on the Plan to provide support and specialist advice.

The LA SEN Support Plan and Education Health and Care Plan process

There are occasions where the provision required is extensive and cannot reasonably be provided from the resources normally available to the school. The school, in consultation with parents, will consider requesting a Local Authority SEN Support Plan *or* EHC Plan. To inform this decision, the SENDCo will have close regard to the local authority's criteria for funding through an SEN Support Plan or for an EHC Plan assessment. This can be

found on the Leicestershire Local Offer web site along with information on the EHC plan co-ordinated assessment process and will be shared in full with parents to ensure they are confident and clear about what the process and how they are involved in it.

Removing pupils from the SEN register

In consultation with parents, the child will be considered for removal from the SEND register where he / she has made sustained good progress that:

Ø betters the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age,

Ø or where a child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained

Ø and SEN Support is no longer required to ensure this progress is sustained.

SUPPORTING PARENTS/CARERS OF CHILDREN WITH SEN

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.

The school will do this by:

✦ Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.

✦ Providing all information in an accessible way.

✦ Making the SENDCo available for meetings by appointment through the school office or by email.

✦ Publishing on the school web site how the school implements the SEND Policy, following the information set out in the SEN information regulations (2014) and as part of the school's contribution to the Local Offer. (*web link here*)

✦ Class teachers meeting with parents, in addition to parent evening appointments, to discuss concerns regarding pupils' progress at the earliest opportunity. The concerns may have been identified by the class teacher or the parents themselves.

✦ Class teachers will invite parents of pupils with SEND, at least three times a year, to set and review the outcomes of support, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents to share their views. This meeting may be part of, or in addition to, parents' evening meetings and may be supported by the SENDCo.

✦ The school will ensure that teaching staff are supported to manage these conversations as part of their professional development.

✦ Support and guide parents in ways that they can help with their child's learning and development at home.

✦ A record of the outcomes, action and support agreed through the discussion are kept and shared with all the appropriate school staff and a record will be given to the pupil's parents.

✦ Signposting parents to wider support, information and services pertinent to their child's SEN by ensuring they know how to access the Local Offer and the LA's Parent Partnership Service.

✦ Consulting with a representative group of parents of pupils with SEND when reviewing the school's SEND Information Report and the SEND policy (*see school website*). A paper copy will be made available to parents on request.

✦ Planning additional support for parents at key times. For example, when considering and making a referral for a co-ordinated assessment for an EHC plan or to ensure smooth and successful transition into the school or to next phase of education.

- ✦ Making use of media such as email to contact parents and for parents to contact school.
- ✦ Seeking parents' views through periodic questionnaires and considering adjustments to practice in the light of analysis.
- ✦ Coffee afternoons for parents to meet the SENDCo, discuss their child's needs and talk to other parents with a SEND child.

SUPPORTING PUPIL VOICE

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self advocacy skills to enable them to transfer to their next phase of education confident and able to communicate, convey, negotiate or assert their own interests, desires, needs, and rights. They will become increasingly able to make informed decisions about their learning and future and take responsibility for those decisions.

How the school will do this

- ✦ Self-knowledge is the first step towards effective self advocacy. So, with their parents, we will support pupils to understand their strengths, needs and approaches to learning that are particularly successful for them. They will be encouraged to have the confidence to voice their concerns, hopes and aspirations.
- ✦ Wherever possible, and in an age appropriate manner, pupils with SEND will be involved in monitoring and reviewing their progress, and as fully as possible included in making decisions about future support and provision. Their views are recorded and shared.
- ✦ All staff will actively listen to and address any concerns raised by the children themselves.
- ✦ Pupils with SEND are encouraged to stand for election to the School Council.
- ✦ Planning in additional support for pupils at key times. For example, when considering and making a referral for a coordinated assessment for an EHC plan or when approaching transition into the school or the next phase of education.
- ✦ Pupils are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.
- ✦ Seeking pupils' views through regular questionnaires / group interview activities undertaken by the SENDCo and / or SEND Governor, and then considering adjustments in the light of analysis.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. 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. Some may also have special educational needs (SEN). They may have an EHC which brings together health and social care needs, as well as their special educational provision where the SEND Code of Practice (2014) is followed. Arrangements to support pupils at school with medical conditions are detailed with the school's policy for Supporting Pupils with Medical Conditions (*under review*).

MONITORING AND EVALUATION OF SEND

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEND. This is done through reviewing data related to the achievement of pupils with SEND, workbook reviews, observations and sampling of parent and pupil questionnaires. The school's SEND Governor also has a role in

scrutinising the findings of the school's self-evaluation and relevant RAISEonline data as part of the Governing body's process of monitoring the effectiveness of the school's SEND Policy.

FUNDING FOR SEND AND ALLOCATION OF RESOURCES

The school's core budget is used to make general provision for all pupils in the school including pupils with SEND. In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEND. This is called the 'notional SEND budget'. The amount in this budget is based on a formula which is agreed between schools and the local authority.

The government has recommended that schools should use this notional SEND budget to pay for up to £6,000 worth of special educational provision to meet a child's SEND. Most children with SEND need special educational provision that comes to less than £6,000. If the school can show that a pupil with SEND needs more than £6,000 worth of special educational provision, it can ask the local authority to provide top-up funding to meet the cost of that provision. Where the local authority agrees, the cost is provided from funding held by the local authority in their high needs block. Schools are expected to use this funding to make provision for that individual pupil alone. Where a pupil is registered as SEND and is also in receipt of Pupil Premium Grant, the school may also use Pupil Premium Funding to address the needs of the pupil and enhance learning and achievement.

Each term, in consultation with the Head Teacher and class teachers, the SENDCo will detail the targeted provision in place for pupils on the SEND record to show how resources are allocated and to monitor the cost of the whole of our SEND provision. This targeted provision is outlined on the school's Provision Map.

ROLES AND RESPONSIBILITIES SENDCo

The key responsibilities of the SENDCo are taken from the SEND 0- 25 Code of Practice (2014) and include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising staff and parents on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential 'next providers of education' to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head Teacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

Governing Body and Head Teacher

The Governing Body will, in line with SEND Information Regulations, publish information on the school's website about the implementation of the school's policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

A member of the Governing Body is appointed to have specific oversight of the school's arrangements for SEND and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

The Head Teacher, SENDCo and Governing Body will establish a clear picture of the resources that are available to the school and will consider the strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the Pupil Premium.

The Head teacher will ensure that the SENDCo has sufficient time and resources to carry out her functions. This will include providing the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

Training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged (through their performance management) to undertake training and development.

Training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff undertake an induction process on taking up a post. This includes a meeting with the SENDCo to explain the systems and structures in place that are the school's SEND provision. Details of the needs of individual pupils will also be provided. The school's SENDCo keeps up to date with local and national updates in SEND by regularly attending SENDCo Network Meetings, Affinity Teaching School Alliance SENDCO Leadership Development meetings and is a member of NASEN.

Storing and managing information

All records containing sensitive details relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be kept securely in a locked cabinet when not in use.

(See Confidentiality Policy)

Bullying

'Love one another as I have loved you.' John 13: 34.

People are often bullied because of differences in their personality or behaviour. They may not conform to perceived peer expectations due to their race, religion, sexual orientation, disability, gender, appearance, likes/dislikes or personal circumstances.

As a school we take bullying very seriously. Parents and pupils should be assured that they will be supported when bullying is reported. Bullying will not be tolerated.

(See School Anti-Bullying Policy)

Dealing with complaints

Should there be a complaint about the implementation of this policy please refer to the School's Complaints Policy. *(See website)*

Reviewing this policy

This policy will be formally reviewed annually. Representatives of parents of pupils with SEND and pupils themselves will be part of this process.