



# SEND Policy and Information Report

September 2016

**ST PETER'S CATHOLIC PRIMARY SCHOOL**  
**SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY**

Special Educational Needs Coordinator: Mrs Libby Frost (Frost.E@welearn365.com)

Designated Governor for SEND: Claire Divers

St. Peter's has a named SENCo who is also a member of the Senior Leadership Team, and a named Governor responsible for SEND. They ensure the SEND Policy operates within the regulations and guidance of the Code of Practice (2014) and other Statutory Guidance and associated policies.

At St. Peter's Catholic Primary School we believe in the need to promote learning and enhance self-esteem through a caring, happy, supportive and inclusive environment in which all individual needs are met, both educationally and socially, and all achievements are valued.

We believe in ensuring full and equal access to a broad and balanced curriculum in which children are encouraged to work to high educational standards and achieve their full potential in all areas of school life.

We adhere to the belief that every teacher is a teacher of every child including those with SEND.

We recognise the importance of promoting good home school links and aim to actively encourage the involvement of parents and guardians as partners in the development and progress of all children within our school.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their need or ability.

*"A child or young person has special educational needs if he or she has a learning difficulty or disability which calls 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, to 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 young person is to be treated as special educational provision.”*

## **Code of Practice 2014**

### **The Aims and objectives of our SEND policy are as follows:**

- To ensure that every child has equality of access to the new National Curriculum 2016 at levels appropriate to their capabilities.
- To identify a pupil's special need and/or disability at an early stage or as soon as it becomes apparent.
- To implement effective provision and monitor pupil progress accordingly.
- To assist staff in addressing their SEN responsibilities by sharing information and providing guidance and support.
- To provide a network of support for children and parents from within school and through links with appropriate outside agencies.
- To ensure that parents' views and concerns are taken into account when making provision for a child with special educational needs and to ensure there is effective communication between parents and school.
- To meet the school's legal obligations, working within the guidance provided in the SEND Code of Practice, 2014.

### **IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS**

At St. Peter's it is the belief that all children have an equal right to a full and rounded education and early identification is crucial in ensuring this, in line with the Code of Practice 2014. The four areas of need outlined in the Code of Practice are as follows:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical needs.

In more detail these include:

Communication and interaction - Speech, language and communication needs, (SLCN) Autistic spectrum disorder, (ASD)

Cognition and learning - Specific learning difficulties, (SpD) Moderate learning difficulties, (MLD) Severe learning difficulties, (SLD) Profound and multiple learning difficulties, (PMLD)

Social, emotional and mental health difficulties - Behavioural, social and emotional difficulties, (BESD or EBD)

Sensory and/or physical needs -Visual Impairment, (VI) Hearing Impairment, (HI) Multi Sensory Impairment (MSI) Physical disability, (PD)

For any area of need identified, a range of evidence is collected through the normal assessment and monitoring arrangements. This should include evidence to show that despite differentiation and in class provision the child may still:

- Make little or no progress even when teaching approaches are targeted.
- Show signs of difficulty in developing literacy or mathematics skills, resulting in poor attainment.
- Present persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques of the school.
- Have sensory or physical problems and continue to make no progress despite the provision of specialist equipment.
- Have communication and/or interaction difficulties that impede the development of social relationships and cause a significant barrier towards learning.
- Demonstrate emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning and that of others in the class, despite having an individualised behaviour management programme.
- Have SEND or physical needs that require additional specialist equipment or regular support, advice and visits by a specialist service.

Once the above factors have been fully investigated and a child is not making the expected progress, the class teacher will consult with the SENCo in order to decide whether additional and/or different provision is necessary. The purpose of identification is to ensure that individual needs are recognised and that provision is put in place to ensure that the child continues to make progress.

There are other factors which need to be considered when establishing the reasons a child's attainment or progress is causing concern. These include attendance and punctuality, health and welfare, EAL, being in receipt of Pupil Premium grant, being a Looked After Child or the child of serving Armed Forces personnel. These are addressed within other school policies, but may still require the teacher to put in additional and different provision to ensure the child makes progress.

## **A Graduated Approach To SEND**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

All children receive quality first teaching as all teachers are teachers of all children. As the Code of Practice suggests, pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions / adjustments and good quality personalized teaching. High quality teaching is the first step in responding to pupils who have or may have SEND.

The key test of the need for action is that current rates of progress are inadequate, despite having received targeted intervention.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures full access to the curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates an improvement in the child's behaviour.

When any concern is initially noted, it is the responsibility of the class teacher to take steps to address the issue. They are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. Children will be identified by the class teacher. An initial concerns sheet in the form of a pen portrait will be completed by the class teacher, outlining the current levels of support and concerns.

Pupil progress meetings will highlight children causing concern and initiate discussion as to the best course of action. Children will be placed on an internal Monitoring SEND register held by the SENCO

Should the child still fail to make adequate progress, they will be added to the SEND register at this time with the agreement of parents and more targeted intervention planned by the class teacher and SENCO. This may involve advice and support from outside agencies at this point. The Graduated Approach Plan has incorporated ILPs and target setting. It is based on the Assess-Plan-Do-Review system outlined in the Code of Practice.

The ILP will set targets for the pupil and will include:

- The short-term targets set for or with the child
- The provision to be put in place
- Achievement criteria
- When the plan is to be reviewed
- Possible external agencies involvement

The ILP will be reviewed as a minimum every six months but usually termly as part of the pupil progress review meetings with SLT.

Parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

For any pupil who has a Statement of SEN or an Education, Health and Care Plan, their progress and the support outlined in their statement/ EHC Plan will be reviewed annually and a report provided for the Local Education Authority. Parents will be invited to contribute at this review and their views recorded. Relevant outside professionals will be invited to attend or provide written advice.

When pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer. Advanced planning for pupils in Year 5 will allow appropriate options to be considered. The SENCO will liaise with the SENCO of the secondary schools serving the area to ensure that effective provision and arrangements are in place to support pupils at the time of transfer.

The class teacher will work closely with parents at all stages of their child's education and should be the first point of contact in any area of concern.

### **The role of the SENCO**

- Enabling all class teachers to become familiar with the SEND policy and their responsibilities.
- Being the initial contact for staff re issues relating to SEND.
- Acting as consultant, being available to consult with school staff on SEN issues.
- Arranging meetings with relevant staff and parents at each stage.
- Arranging meetings with parents and outside agencies in collaboration with the class teacher at School where necessary.
- Assisting writing and reviewing of plans
- Monitor progress of pupils with SEND
- Convening appropriate Statement / EHC Plan reviews.
- Attending appropriate reviews, case conferences etc as necessary.
- Observing for the purposes of assessment where appropriate and possible.
- Monitoring the effectiveness and implementation of SEN provision.
- Liaising with the Head Teacher on SEN issues.
- Keeping Governors informed of SEN issues through the SEN Governor and Head Teacher.

### **PROCESS**

There is now only a single category for SEND support which has replaced the former School Action/ School Action Plus and Early Years Action/ Action Plus. The Local Offer from the local authority lays out the provision that can be accessed in the area.

- Professional development : as part of ongoing staff development and training – whole school staff inset training and individual courses/training where staff feel that their expertise and knowledge needs to be extended for the provision of SEND for the children in their care.
- Internal provision: all staff will be aware of the identity of the SENCo. Staff in individual subject areas can advise for planning and differentiation.
- The teacher and SENCo will consider all information gathered from within school about the pupil's progress, alongside national data and expectations of progress before deciding whether a child requires special educational provision.
- External provision: a range of external agencies are used where possible for consultative purposes to help with the SEND provision. The SENCo will organise as appropriate ( particularly EP -Educational Psychologists visits and consultations)The SENCo is the contact person to liaise with external agencies.

## **Pupils 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. 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 children with medical needs may also have special educational needs and may have a statement or Education Health and Care (EHC) plan often known as an EHCP, which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

### **EHCP explained:**

In some cases, a child may continue to demonstrate cause for concern, despite interventions at school under SEND support. This would then trigger a request for a statutory assessment known as an Education, Health Care Plan (EHCP). This will decide the nature of the provision necessary to meet the child's individual SEND. In order for this to happen, the school must provide the Local Authority with written evidence detailing:

- The school's current provision,
- Records of regular reviews and their outcomes,
- The child's health and medical history,
- Attendance information,
- Assessment information ,
- Assessments and reports from specialist support teachers
- Assessments from Educational psychologists over at least a Year.
- Views of the parents/carers,
- Involvement of other professionals

A panel will convene to decide if the child's needs warrant an EHCP

**The Governors of St Peter's Catholic Primary school** have a responsibility for the strategic overview of and the implementation of the SEND policy.

The everyday management and organisation of SEND at St Peter's is the responsibility of the Head teacher and SENCo.

Governors will make sure that they are fully involved and will undertake reviews and monitoring of the SEND policy. All governors will ensure that they are informed and knowledgeable about the current SEND provision in schools in general.

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. The SENCo works closely with the SEND governor to ensure that the governing body are always kept up to date with regards to the level of SEND within the school.

The governing body reviews this policy annually and considers any amendments in light of the annual review finding.

### **Monitoring and Evaluation**

The SENCo monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers. The SENCo and the Head teacher hold regular meetings to review the work of the school in this area. In addition, the SENCo and the SEND governor also hold regular meetings.

### **SEND Information Report:**

All schools are required to publish details of their provision for children with Special Educational Needs and Disabilities (SEND) and ensure that this is available on the school website. A paper copy will also be available for reference on request. The information published will be updated annually and any changes occurring during the year will be updated as soon as possible

Signed:

(Headteacher) Date:

Signed: (For the Governing Body) Date:

Review Date: