

St Charles RC Primary School

SEND Policy



CHRIST IS AT THE CENTRE



Compassionate
Helpful
Respectful
Inclusive
Sharing
Truthful



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SEND Policy



Our mission at St. Charles RC Primary School is to try and centre our life in Jesus Christ, the spiritual foundation of our community.

We aim to pass on the faith we share in partnership with you.

We want the children in our care to grow and develop to their full potential within a caring Catholic community which recognises fully their true worth and God given talents. We look forward to working with you in a spirit of mutual trust and support.

We take pride belonging to St. Charles RC Primary School.

MISSION STATEMENT

As a family of God, we love to learn and learn to love

Our Mission

St Charles RC Primary School is a Catholic school and has the life and teaching of Jesus Christ as its foundation. Through the Catholic ethos of our school and through the celebration of feasts and the Church's seasons, the children come to know Jesus Christ as a person and friend who guides them through life. Our mission is to provide a Catholic education with a curriculum that is broad and balanced with R.E. at its core.

We aim to achieve the highest possible standards and to provide for the special needs of our children. We strive also to help each person in the school.

We work with the parents and people of St Charles RC Parish to teach the Catholic Faith and the moral values of the gospels. In this way, we serve them and through them the wider community.

Introduction

At St Charles RC Primary School, we recognise that each child is unique and each pupil has the right to be regarded as having equal value and worth. We endeavour to ensure that children receive an inspiring, enriching, engaging curriculum which, along with strong and supportive pastoral care.

We aim to support our children in becoming well rounded and responsible citizens of the future. We are committed to meeting the needs of all pupils. We aim to achieve the highest possible standards to strive to ensure each child fulfils their potential, irrespective of ability.

Our SEND policy is built upon these beliefs and in providing appropriate intervention and support for children who have needs which are 'additional to and different from' that provided within the differentiated curriculum.

Teachers will ensure all pupils are community to grow in fullness of life and to fulfil their potential. We recognise that each child is unique and each contribution to school life is valued and accepted. provided with equal opportunities and a broad and balanced curriculum which all children can access, regardless of ability and appropriate to their needs.

Current Legislation

This policy has been written to comply with section 69 (2) of the Children and Families Act 2014 and regulation 51 and schedule 1 of the Special Needs and Disabilities Regulations 2014

SEN information report

(1) This section imposes a duty on—

- (a) the governing bodies of maintained schools and maintained nursery schools in England, and
- (b) the proprietors of Academy schools.

(2) A governing body or proprietor must prepare a report containing SEN information.

(3) "SEN information" is—

- (a) such information as may be prescribed about the implementation of the governing body's or proprietor's policy for pupils at the school with special educational needs;
- (b) information as to—
 - (i) the arrangements for the admission of disabled persons as pupils at the school;
 - (ii) the steps taken to prevent disabled pupils from being treated less favourably than other pupils;
 - (iii) the facilities provided to assist access to the school by disabled pupils;

(iv)the plan prepared by the governing body or proprietor under paragraph 3 of Schedule 10 to the Equality Act 2010 (accessibility plan).

(4)In this section—

- “disabled person” means a person who is a disabled person for the purposes of the Equality Act 2010;
- “disabled pupil” includes a disabled person who may be admitted to a school as a pupil.

Information to be included in the SEN information report

1. The kinds of special educational needs for which provision is made at the school.
2. Information, in relation to mainstream schools and maintained nursery schools, about the school’s policies for the identification and assessment of pupils with special educational needs.
3. Information about the school’s policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—
 - (a)how the school evaluates the effectiveness of its provision for such pupils;
 - (b)the school’s arrangements for assessing and reviewing the progress of pupils with special educational needs;
 - (c)the school’s approach to teaching pupils with special educational needs;
 - (d)how the school adapts the curriculum and learning environment for pupils with special educational needs;
 - (e)additional support for learning that is available to pupils with special educational needs;
 - (f)how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and
 - (g)support that is available for improving the emotional, mental and social development of pupils with special educational needs.
4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.
12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.
13. Information on where the local authority's local offer is published.

Key Roles and Responsibilities

SENCO

The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans (or Statements until 2018)

- The SENCOs at St Charles RC Primary School are Mrs Hackett, who also forms part of the Senior Management Team, in the role of Head of Key Stage 2 and Mrs Christina Leckey teacher. Mrs Leckey leads on the school's dyslexia friendly school award.

- Mrs Hackett is currently undertaking the National Qualification for Special Educational Needs Coordination.

SEND Governor:

- The SEND governor is Mrs Christine Wheelton, who is one of our foundation governors. She has responsibility for monitoring policy implementation and liaising between the SENCO and the Governing Body.

Designated Child Protection Officer (DCPO):

- The head teacher, Mrs Clare Campbell, has specific responsibility for safeguarding and is the DCPO.
- At St Charles RC Primary School, we ensure that our SEND policy works within the schools inclusion policy, The Special Educational Needs and Disabilities Code of Practice (2014), The Equality Act (2010), the Local Authority and other policies current within the school. Definition of Special Educational Needs and Disabilities.
- The SEND Code of Practice (2014) states that: “A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - “has a significantly greater difficulty in learning than the majority of others of the same age.
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”
- For these children, we will provide educational provision, that is different from or additional to that made generally for other children of the same age.
- The SEND Code of Practice (2014) states that: “special educational provision is a provision that is different from or additional to that normally available to pupils or students of the same age., which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.”
- The Equality Act (2010) states that: “A child is defined as having a disability when they have, 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.”
- For these children we will make reasonable adjustments, including making our best endeavours to provide auxiliary aids and services, to ensure that our disabled children are not at a substantial disadvantage compared with their peers
- A number of children at some stage during their education at St Charles RC Primary School will have special educational needs, e.g., difficulty in acquiring learning skills, emotional and/or social difficulties, communication difficulties or physical difficulties. As special educational needs exist along a continuum, pupils’ needs may vary from being temporary and/or slight, to severe and/or long lasting.

Aims

At St Charles RC Primary School all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community.

We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum.

Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

Objectives

To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre. To develop effective whole school provision management of support for pupils with special educational needs and disabilities. To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, 2014.

Identification of SEND

Early identification of children with special educational needs is crucial so that action can be taken to help pupils. All class teachers have a key role in the identification of pupils' needs and monitoring all aspects of pupil performance.

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN.

The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice refers to four broad areas of need:

1. Social, emotional and mental health difficulties-children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, selfharming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
2. Communication and interaction-these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience

difficulties with language, communication and imagination, which can impact on how they relate to others.

3. Cognition and learning-children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.
4. Sensory and/or physical needs-some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

A Graduated Approach to SEND

Support How the school decides whether to make special educational provision A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO.

In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil.

During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs. Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies.

These agencies include:

- Educational Psychology Service (EPS)
- Learning Support Service (LSS)
- Speech and Language Therapy Service (SALT)
- Educational Welfare Team (EWO)
- Children's Services
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

If the support needed can be provided by adapting the school's core offer then a child might not be considered SEN or placed on the SEN register.

If, however, the support required is different from or additional to what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of assess, plan, do, review with the child/young person at the centre of the process.

The four part cycle:

1. Assess:

We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

2. Plan:

Where SEN Support is required the teacher and SENCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

3. Do:

The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

4. Review:

The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support. This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles

Parents/carers and pupil involvement in the process

We believe in a person centred approach to information gathering and the cycle of assess, plan, do, review.

Termly reviews and target setting meetings are planned with parents where targets are shared with pupils and successes are celebrated.

Pupils with a Statement or EHC plan will send an invitation to their parents to attend their annual review and will attend part of the meeting to share their achievements for the year and aspirations for the future.

SEN Provision SEN support can take many forms.

This could include:

- precision teaching
- an individual learning programme

- evidence based interventions
- extra help from a teacher or a teaching assistant
- making or changing materials, resources or equipment
- working with a child in a small group
- maintaining specialist equipment
- observing a child in class or at break and keeping records
- helping a child to take part in the class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

Managing the needs of Pupils on the SEN Register

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Plans are reviewed termly with parents and pupils. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

The class teacher is responsible for:

- the progress and development of all pupils including those with SEND
- ensuring the plan is implemented in the classroom
- regular liaison with parents and the SENCO
- effective deployment of additional adults
- Supporting the SENCO in the writing and reviewing of targets for pupils with SEND
Special Needs Assistants are responsible for:
 - ensuring that day to day provision is in place for the pupils they support
 - implementing agreed strategies and programmes, and advice from specialists.
 - record keeping
 - resources
 - maintaining specialist equipment
 - regular communication with class teacher and SENCO

The SENCO is responsible for:

- the SEND policy and its implementation
- co-ordinating support for children with SEND
- updating the SEN register and maintaining individual pupil records
- monitoring the quality of provision and impact of interventions
- attending network meetings and updating staff
- referrals to and liaison with outside agencies
- line managing TAs with responsibility for SEND
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- co-ordinating annual reviews
- supporting staff in identifying pupils with SEN.

- mapping provision throughout the school
- maintaining links and information sharing with receiving schools

The SEN Governor is responsible for:

- monitoring the effective implementation of the SEND policy
- liaising termly with the SENCO
- reporting to the governing body on SEND
- ensuring that pupils with SEND participate fully in school activities

Criteria for removing pupils from the SEN Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained. Requesting an Educational, Health and Care (EHC) needs assessment.

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs.

This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs. Statements The Education, Health and Care (EHC) plan replaces what were formerly called statements of special educational needs. Children who currently have a statement will continue to maintain this until the transition is made to an EHC plan.

The school is following Salford's transition timetable which will ensure all statements will become EHC plans. Parents will be informed by the LA in advance of this transition review and will have an opportunity to discuss the process with the SENCO.

Supporting parents/carers and children

We provide support in the following ways:

- the head teacher and SENCO operate an open door policy for parents/carers seeking support and advice.
- the dedicated SEN Governor who is available as a contact point
- individual arrangements can be made for phased entry into Nursery/Reception class
- additional time and special arrangements for SATs
- support for transition between classes
- a transition period can be organised for vulnerable Y6 pupils transferring to secondary school
- inviting the SENCO of the receiving secondary school to the final Annual Review in year 6.

Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that

a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010.

Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability, eg: an extra adult to accompany a child on a school trips/residentials. Specific staff have training to support particular needs, eg: technical knowledge to maintain auxiliary aids and equipment or administering an epi pen.

The class teacher is responsible for the administration of medicines and health care plans/protocols. Medication such as asthma inhalers and creams are kept in a safe and known place in the classroom of the children whom require it.

Controlled medication in the form of tablets, liquid medicines or injections are kept in the office in a secure place. All staff who work with the named children will be aware of where the medication is kept and will have immediate access to it at all times.

Monitoring and evaluation of SEN

The head teacher and the SLT regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based.

The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- analysis of pupil tracking data and test results
- progress against national data and based on their age and starting points.
- interventions baseline and exit data
- progress against individual targets
- pupils' work and interviews

The SENCO maps provision for each class and uses the Salford Provision Mapping Tool to cost provision. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and if necessary make changes to our provision.

Training and development

Training needs are identified in response to the needs of pupils currently on the SEN register. The SENCO attends network meetings to share good practice with colleagues in the Local Authority and to keep up to date with SEND developments. Storing and Managing Information Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual child's needs.

We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEN files are kept in a locked filing cabinet. Individual SEN files are transferred to receiving schools when pupils leave St Charles RC Primary School.

Reviewing the SEND Policy

The SEND policy is reviewed annually by the governing body.

Complaints

We urge parents/carers with any concerns regarding the SEN policy or the provision made for their child at St Charles RC Primary School to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher. How the policy was put together

This policy was created in consultation with stakeholders, including the SEN Governor, staff, representative parents and pupils with SEND. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (2014).

Access to this policy

You can get a copy of our policy in a number of ways:

- The school website.
- A hard copy on request at the school office

Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

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 related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- School SEN Information Report 2014
- The National Curriculum in England Key Stage 1/2 framework document Sep 2013
- Safeguarding and Child Protection Policy
- Teachers Standards 2012
- Disability Equalities Scheme 2016

Equalities Statement:

St Charles RC Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at St Charles RC Primary school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.