

St. Winefride's Catholic Primary School

SEN policy and information report



Mission Statement

To provide excellence in all aspects of school life, embedded in the values and beliefs of the Catholic faith.

Vision Statement

To be an outstanding school where every member reaches their true potential and knows the joy of a personal relationship with Jesus Christ.

Approved by: B. Lavin / J. Grogan

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1. Aims

As a catholic school our living mission states that with the Grace of the Holy Spirit we seek for every member of our school to reach their full potential. This policy sets out how we ensure this for those children with Special Educational needs and/or disabilities.

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs J Grogan working days Tuesday, Wednesday, Thursday and Friday's and can be contacted via the main school office admin.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Executive headteacher / Head of School

The EHT / HoS will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- **Cognition and learning**, for example, dyslexia, dyspraxia,
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD),
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

What support do we have as parents of a child with SEND?

We will have an early discussion with the pupil and their parents (usually via class teacher) when identifying whether they need special educational provision. We will make sure that:

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you and with the person involved directly, or where this is not possible, in a report.
- IEPs will be reviewed with your involvement each term as appropriate.
- Homework will be adjusted as needed to meet your child's individual needs.

- The Home/School book (KS1) or Journal (KS2) may be used to support communication with you.
- Barnados (01274 481183) is one organisation available to support parents and the school's Catholic Care Worker is available on certain days.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained where possible. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

When SEND is identified and a child has been placed on the SEN Register, an SSP or Special Support Plan may be created with the involvement of the child, parents/carers and school staff. This will include:

- Short term outcomes / targets
- Teaching strategies to be used
- Provision to be put in place
- Special Educational Needs and Disability Policy Page 5 of 6 Additional to the Quality First classroom provision and may include any involvement from other agencies.

These will be reviewed by all involved termly. In addition to the SSP, a Provision Map may be used to map when and where provision is provided, and what level of adult support is available for specific activities.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between schools, phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to.

If a child requires extra transition support the SENCO will liaise with other relevant professionals such as the SENCO attached to the receiving school in order to ensure a smooth transition takes place. Extra visits may be available and if so is to be arranged in consultation with parents and the child themselves.

If a child moves to a new school, we pass on all SEND Records to the new school

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide interventions when appropriate the following is an example:

- Precision Teaching
- Toe by Toe (Dyslexia)
- IDL cloud (Dyslexia)
- Socially Speaking (Communication)
- Lego Therapy (Communication)
- The 5 minute Box (Phonics)
- The Number Box (Number)
- Busy boxes. (SEMH)
- Wellcom (Speech and Language)

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions such as lego therapy, socially speaking, precision teaching, makaton and wellcom.

Teaching assistants can support pupils on a 1:1 basis and in small groups under the direction of the class teacher.

We work with the following outreach agencies to provide support for pupils with SEN:

- Bradford Autism Support Team
- Bradford School Nursing Team
- Bradford Cognition and Learning Team
- Bradford Education Psychology Service
- Diocese of Leeds Catholic Care
- CAMHS
- PALZ
- Health Services as appropriate
- Early Years Intervention Services
- Bradford Pre-5s SEN Team
- Bradford 0-25 Inclusive Education Service
- Barnardos
- PIVOT (Behaviour Specialist Consultants)

5.9 Expertise and training of staff

Termly updates on SEND issues are delivered in staff briefings / meetings lead by the SENDCo. All staff are encouraged to undertake relevant training in order to maintain and develop first quality teaching and provision. Where a specific need is identified training is provided. Staff induction includes SEND provision and practice within our school and to discuss the needs of individual pupils.

The school's SENDCo regularly attends CSP and LA network meetings to keep up to date with local and national developments in SEND.

Our SENCO is an SLE (Specialist Leader of Education) having 5 years experience in SEN and 3 years in this role, she has worked as a teacher for 19 years.

They are allocated approximately 3 days a week to manage SEN provision.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Autism, Attachment, Social Emotional Mental Health needs.

We use specialist staff for high need behaviour support .

5.10 Securing equipment and facilities

Specialist equipment for supporting children with additional needs are precured / ordered via the schools SEN budget on an individual basis.

5.11 Evaluating the effectiveness of SEN provision

The Governors will review this policy every two years. The SENDCo will carry out regular monitoring and evaluation in consultation with staff, parents and children as to the effectiveness of the policy, with particular reference to success factors. The SENDCo will report on SEND issues to SEND named Governor so that information can be passed on to the full Governing Body.

We also evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks
- Using pupil questionnaires where appropriate
- Monitoring by the SENCO
- Using 'Provision Map' software by Edukey to measure progress
- Holding annual reviews for pupils with EHC plans.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Ingleborough Hall. If there is a concern for safety this will be assessed on an individual basis. All steps will be taken to make reasonable adjustments where ever possible. This may include day visits, parents being invited to accompany children and additional 1:1 support where feasible.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- We offer a 'peer mentoring' scheme for pupils requiring additional emotional peer support.
- Pupils with SEN can be also encouraged to be part of 'Ready to Play / Ready To Learn' groups to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Our school Local Offer which can be found on the SEND information/Local Offer page of the School's Website. The local offer can be found here : <https://localoffer.bradford.gov.uk/>

The local authority provides guidance to school on how to meet children's individual needs and further information on this and how schools measure this need can be found here:

<https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=3465>

This document states the descriptors for each range of need and the provision available at school with SEND.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

- The Bradford SENDIASS provides Information, Advice and Support around Special Educational Needs and Disabilities (SEND). Support is provided on a range of topics, including provision in schools, assessment processes, conversion of statements to Education, Health and Care Plans, reviews, transitions, exclusions, transport, specialist provision/support services, appeals, local policies, Special Educational Needs code of practice. Support may be provided on a 1-1 or group basis according to need.

Telephone: 01274 513300 Address: 40-42 Listerhills Science Park, Bradford, BD7 1HR Email: Bradfordsendiass@barnardos.org.uk

5.18 The local authority local offer

Our contribution to the local offer is: Local Offer telephone helpline and order line for LO pocket booklets requests: 01274 439261 Mon to Thurs 8.30am - 5pm, Friday 8.30am - 4.30pm

Our local authority's local offer is published here:

<https://localoffer.bradford.gov.uk/contacts>

6. Monitoring arrangements

This policy and information report will be reviewed by J Grogan (SENCO) **every 2 years**. It will also be updated if any changes to the information are made during the year.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions