

SEND POLICY –June 2015

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 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 (January 2015)
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- 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
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCO with the SEN Governor in liaison with the SLT, staff and parents of pupils with SEND -in the spirit of current reform. It reflects the SEND Code of Practice, 0-25 guidance

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Special Education and Disability-Our Values and Beliefs

At Our Lady and All Saints RC Primary School we firmly believe that all children are unique individuals made in the image and likeness of God and should have every opportunity to develop to their full potential and strive for excellence in all that they do. As we are a small school we can have a flexible approach to children's learning and can tailor specific programmes or interventions to fit in with school day. Children feel free to express their opinions and have a voice that is respected and heard. They feel confident to take risks and to learn from mistakes. We acknowledge that some children will need more support to achieve these aims and we will endeavour to tailor the educational environment to allow this to take place.

Every teacher at Our Lady and All Saints School is a teacher of every child or including those with SEND.

Contextual Information

Our Lady and All Saints RC Primary School is a small village school in Parbold, West Lancashire. We currently have 104 children on roll and 5 classes in the morning and 4 in the afternoons. Our teacher pupil ratio is very good and we know all of our children very well. The size of the school and the dedication of all of the school staff mean that different learning styles can be explored by children and lessons and topics planned around children's interests. The Catholic ethos of the school ensures that every child is valued both as the individual that they are and as a child of God.

We have outstanding teaching assistants working within our classes and they support the teaching staff to deliver differentiated learning to all pupils including those with SEN. Children with SEN make excellent progress.

AIM

To raise the aspirations of all pupils with SEND and to encourage children and their families to believe in their own potential and to provide an environment where this can be achieved.

OBJECTIVES

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To ensure a consistent approach to the management and provision of support for special educational needs operates within a Catholic ethos.
4. To provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEND Inclusion Policy.
5. To provide training, support and advice for all staff working with special educational needs pupils.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

There are four broad areas of need that will be planned for-

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

At Our Lady and All Saints Primary School we identify the needs of pupils by considering the needs of the whole child. This will include not just the special educational needs of the child, but other aspects of their health and development that may impact on progress and learning.

These may include

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an additional language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

A Graduated Approach to SEND Support

Some children may come to school already having been identified as having SEND

The PROCESS by which school identifies and manages children with SEND

The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

- Our Lady and All Saints Primary School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- Pupil Progress meetings are held termly between the class teacher and headteacher/SENCO. Data is entered into the school tracking system and children who are not making expected progress are identified.
- If a class teacher has any concerns regarding a child's progress a discussion can be arranged with the headteacher/SENCO as soon as possible. Parents will be involved in discussions if they have not already been involved informally.
- If additional input is required this will be agreed between the teacher and SENCO after considering all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials.

If after all of the above a child still does not make progress a discussion will take place with the child's parents and the child will be placed on the SEND register.

- The class teacher and SENCo will then discuss the child's needs and provision will be made to address those needs. This will vary according to the needs of the child.
 - A Support Plan will be written and sent home for parental input. A meeting may be more appropriate for some children.
 - The Support Plan will be reviewed at least termly by the class teacher and SENCo.
 - If progress is still not being made then referral to outside agencies will be made by SENCO.
- For higher levels of need, specialist teaching, physiotherapy, occupational therapy, speech therapy and other external agencies and professionals will deliver episodes of care directly to children or leave detailed plans for school staff to follow. Some children may come to school with involvement

already in place from other agencies. Staff will work closely with these agencies implement strategies and support plans within the school day.

MANAGING PUPILS' NEEDS ON THE SEND REGISTER

There is now a single category of support, SEND SUPPORT, but this will be personalised to reflect the needs of each cohort of children in our school

Support Plans will clearly identify individual need and how to remove key barriers to effective learning. They will be outcome focussed and time frames will be included.

The class teacher is responsible for writing them and for reviewing progress. The SENCO is responsible for monitoring this progress.

They are reviewed termly but if outcomes have been achieved before the review then additional challenge must be added.

Children must be included at the planning and review stage if appropriate.

The cycle of review will coincide with termly pupil progress meetings.

The level of provision will reflect the need and if additional input is needed this will be identified as soon as possible. A discussion will take place with the SENCO.

The SENCO is responsible for identifying when additional support from external agencies is required. This will always be discussed with parents/carers.

Additional advice regarding support from LA High Needs Block can be sourced from the local SENDO. Information regarding this is available on the LA Portal. The SENCO would undertake this.

CRITERIA FOR EXITING THE SEND REGISTER

If a child makes enough progress to meet age appropriate expectations or additional needs have been overcome then he or she will be removed from the SEND register. This will always be discussed with parents and the child's progress will always be carefully monitored. If there were further concerns the child would be placed back on the register.

SUPPORTING PUPILS AND FAMILIES

Parents will be guided towards the LA local offer (Regulation 53, Part 4) and a link will be provided directly to the school's statutory requirement to provide a SEN Information Report; Regulation 51, Part 3, section 69(3)(a) of the Act .

Links with other agencies to support the family and pupil will be made available.

Admission arrangements are clear and can be found on the school website.

We ensure children with SEND are able to access assessments and adaptations are made to ensure all children are able to perform to the best of their ability. This may include the use of a scribe, enlarged print, additional time for the completion of tests, a reader for relevant tests, the provision of a quiet room, the breaking up of tests into manageable chunks. The Headteacher is responsible

for organising this and for ensuring that tests are carried out fairly and that assessment authorities are informed.

Transition – from class to class, across key stages and to another school – including Secondary School will be handled sensitively and with due regard to the needs of the child. Additional support will be discussed with the family and relevant staff in order to ensure that the emotional, social, cultural, spiritual and intellectual needs of the child are met.

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 embrace its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

School welcomes children with medical conditions and will work closely with parents and health care professionals to ensure that their needs are met. All teaching staff have regularly updated Paediatric First Aid training and our school building is accessible for children with physical disabilities.

See also the Supporting Pupils at School with Medical Conditions Policy.

MONITORING AND EVALUATION OF SEND

Our Lady and All Saints School has a programme to monitor and evaluate the quality of provision we offer all pupils.

Regular audits of staff CPD needs, sampling of parent views and pupils' views are carried out throughout the year. Practice is reflected upon during annual teacher appraisal and a programme of staff training is planned annually. Termly " Good Practice Meetings" are an opportunity for TAs to discuss new resources, undertake peer evaluations, share success stories and exploit each others' strengths. These are coordinated by Clare Cook who undertakes the role of line manager for performance management of TAs.

Role of the school governors

Tony Charnock is the named governor for SEND who visits the SENCO at least twice a year. He submits a report to the curriculum committee and to full governors.

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

TRAINING AND RESOURCES

SEND is funded mainly from the school budget however some additional top up funding is received from the LA. Only children with statements of Band E and above qualify for this. This year our High Needs Funding is £5,508.

The training needs of staff are identified to meet the needs of the children who are in our school . A training audit is undertaken each year at the school development planning stage and funding is set aside as necessary, 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 to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCOs regularly attend the Local Authority SENCO network meetings in order to keep up to date with local and national updates in SEND.

ROLES AND RESPONSIBILITIES

SEND Governor- Mr Tony Charnock

Role of SEND Governor.

1. Have regard to the SEND Code of Practice and provide strategic support to the headteacher.
2. Ensure a qualified teacher is designated as SENCo.
3. Ensure correct SEND information is published on the website.
4. Ensure arrangements are in place to support pupils with medical conditions.
5. Publish information about arrangements for admissions of disabled pupils, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access of disabled pupils, and their accessibility plans.
6. Co-operating with the Local Authority.
7. Questions the SEND Governor should ensure are asked on annual basis.
 - a. Do children with SEND make good enough progress?
 - b. What is the quality of provision for children with SEND?
 - c. Does the school meet its statutory requirements in respect of pupils with SEND?
 - d. How has the school improved since its last inspection?

SEND Teaching Assistants – Lyndey Seddon, Debra Wroblewski, Janet Verrill, Val Taylor, Suzanne Pritchard, Catriona McCluskey

Line manager – Clare Cook

Designated Teacher with specific Safeguarding responsibility – Claire Griffin

Member of staff responsible for managing PPG/LAC funding- Claire Griffin

Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils – Claire Griffin

STORING AND MANAGING INFORMATION

Documents for all children on SEND register are stored in a lockable filing cabinet in the Head's office, in line with the school policy on Information Management and the school Confidentiality Policy.

Parents and carers can contact school and speak with the headteacher/ SENCo at any time. If she is not available an appointment will be made at the earliest opportunity.

REVIEWING THE POLICY

This policy will be reviewed annually or whenever there are legislative changes .

ACCESSIBILITY

Our Lady and All Saints Primary School welcomes all children irrespective of disabilities.

Our Lady and All Saints is a single storey school. All doors are wide enough to accommodate wheelchairs and there is a disabled toilet.

All class bases are carpeted and an acoustic audit has found that conditions for children with hearing impairment are excellent.

Classrooms are brightly lit and adaptations are made for children with any visual impairment.

All staff differentiate lessons clearly to ensure all children make at least expected progress. Children with SEND are carefully monitored and additional input is carefully targeted.

All children with SEND will have a personalised support plan written and evaluated termly, in which aspirational , yet realistic targets are identified. These are shared with parents and children.

See Accessibility Plan.

DEALING WITH COMPLAINTS

A copy of the Complaints Policy is available by request from the school office but school would encourage all parents and carers to contact school at the earliest opportunity to discuss any issues or difficulties.

BULLYING

Our Lady and All Saints RC Primary School is extremely proud of the behaviour of children in school and works hard to deliver a curriculum that encourages children to reflect on the issues surrounding bullying from Reception through to Y6. Our Anti Bullying Policy shows the steps that are taken to ensure and mitigate the risk of bullying of vulnerable children in our school. We recognise that children with SEND are at particular risk of being bullied.

See Anti Bullying Policy.