

# St. Cuthbert's Catholic Primary School



## SEND Policy

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*"Love one another as I have loved you."*

The governors, Head Teacher and all staff are committed to the implementation of the Code of Practice for Special Educational Needs and feel that respect and inclusion are central to the Christian ethos of our school. All children who attend St. Cuthbert's receive the highest quality of care regardless of their individual needs.

## **Definition of SEN:**

A child is defined as having special educational needs (SEN) if he or she has a learning difficulty, which calls for special educational provision to be made for them so that they can access the National Curriculum.

## **Children have a learning difficulty if they:**

- Have a significantly greater difficulty in learning than the majority of children the same age; or
- Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in the same area.
- Would fall into the above definitions if Special Educational Provision was not made for them

*Children must not be regarded as having a difficulty solely because the language, or form of language of their home, is different from the language in which they will be taught – children with English as an additional language will be catered for through developed methods of intervention and differentiation.*

## **Four potential areas of Special Educational Need**

The area of special needs will be identified as one or more of the following 4 areas:

- Cognitive and Learning
- Speech and Communication
- Medical and Physical

- Emotional and Behavioural

The area of need that a particular child may have will be determined by a qualified professional and the action required by the school will be directed by the appropriate qualified professional.

**At St Cuthbert's our aims for SEND are:**

- To meet the Special Educational Needs of every child, ensuring that they have a broad, balanced education, as set out in the National Curriculum.
- To implement the Code of practice for pupils with SEND, following the guidelines and strategies set out by the DfES, in line with Birmingham Local Education Authority and the words of our mission statement.
- Ensure that all Education Health & Care Pathway's are embraced and adhered to in accordance with the revised Code of Practice.
- Enable pupils with SEND to reach their full potential
- Enable all SEND pupils to join in the activities of the school together with pupils who do not have SEN, as far as is reasonably possible.
- Enable the successful transition of SEND pupils beyond their life at St Cuthbert's school.
- Ensure that all governors, particularly the SEND Link Governor, are up-to-date and knowledgeable about the schools SEND provision and the SEND Code of Practice.

**Involving the Parents**

The close and open relationship between the school and parents plays a key role in enabling children with SEN to achieve their potential. All parents of St Cuthbert's children are well informed by the school and encouraged to play an active and valued role in their child's education. St Cuthbert's school adheres to the Special needs Code of Practice when carrying out it's duties towards all pupils with special educational needs and ensures that parents are notified of any decision made by the school concerning SEN provision.

## Involving the Children

Children with special educational needs are encouraged to participate in all the decision making processes and contribute to the assessment of their needs, the review and transition processes.

## Role and Responsibilities of the Headteacher in relation to Special Educational Needs

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- Ensure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Ensure that any funding allocated for SEND is available for SEND provision.

## Role and Responsibilities of the Special Educational Needs Coordinator:

- Overseeing the day to day operation of the school's SEN policy
- Co-ordinating the provision for children with SEN
- Liaising with and advising teaching staff
- Seek advice and work in partnership with outside agencies.
- Liaising with external agencies including the LEA's support and the Educational Psychology Service, *health and social services and voluntary bodies and a variety of other external service providers.*
- Overseeing the records of SEN pupils
- Involve pupils in target setting, ISPs and reviews
- Inform parents of targets and progress through reviews and involve them in the decision making process.
- Contributing to Staff training and insets.
- Oversee the administration of the LEA SEN audit.
- To be accountable and report to governing body – furthermore: Inform governors and staff of developments in SEN through relevant information and training.
- Compile and oversee the school's SEN database
- Compile and manage the school's SEN provision map
- Manage SEN resources

## **Role and responsibilities of the SEN Governor**

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Deliver an SEN report for the scrutiny of the governing body.

## **Objectives of teaching staff:**

- Identify pupils with SEN through the use of internal assessment and an agreed school process involving: the LEA audit criteria, classroom monitoring, baseline assessments, National Curriculum Yearly expectations, specific tailored teacher assessments based on level descriptors, NC end of key stage assessment.
- Lead the creation of the ISPs written for SEN children.
- Provide equal opportunities and access to National Curriculum for all of our children.
- Set informed and appropriate targets
- Differentiate provision for SEN pupils based on their area of difficulty
- Keep records of pupils' progress
- Involve pupils in target setting, and ISPs and reviews
- Be proactive with parents; informing them of targets and progress through frequent dialogue and more formal consultation.
- Seek advice and work in partnership with the school SENCO and outside agencies where appropriate.

## **St Cuthbert's procedures and guidelines for the implementation of the code of practice:**

1. Continuous assessment of all pupils will identify children working below age related expectation.
2. LEA Audit & Assessments and Pupil & School Support Assessment; will determine any initial learning needs and level of intervention required.
3. This intervention will be discussed and amended (if necessary) through consultation with parents and the child and any external professionals involved.
4. The success of the intervention and child's development will regularly be reviewed and the intervention will reflect any changes that occur.

Please read the Schools Local Offer and the Frequently Asked Questions document as it will help you understand the process of SEND within a school setting in more depth and will, also, explain further the commitment St. Cuthbert's has to all its children regardless of need.

Policy Reviewed January 2016

K Kelly (Deputy Head/SENCO)