



**Guardian Angels Catholic**  
**Primary School**

# **SEND POLICY**

<b>Date Written</b>	March 2017
<b>Date Agreed</b>	29/03/2017
<b>Chair of Governors</b> <b>(Signature)</b>	Mr Anthony O'Hagan
<b>Head Teacher</b> <b>(Signature)</b>	Mrs Mary Johnson (Interim)
<b>Date for review</b>	March 2018

GUARDIAN ANGELS CATHOLIC  
PRIMARY SCHOOL

# Special Educational Needs & Disability Policy

Updated by E. Foote

**Agreed by Governing Body Curriculum/Policy  
Committee:  
29<sup>th</sup> March 2017**

## 1. Introduction

Every Governing body is required by law to publish information about how the school makes provision to meet any Special Educational Needs & Disability (SEND) of its pupils. The information is available free of charge to parents of existing or future pupils of the school, the Local Education Authority, Health Services and any other interested parties who may request a copy, either by calling into the school, looking on the school website or by post.

This document contains all of the required information. Further information and advice on meeting special educational needs in school is available from the government through their document "**Special Educational Needs & Disability Code of Practice: 0 to 25 years**" (2014). The school operates its policy, provision and practice in accordance with this guidance.

## 2. SEND Policy

Guardian Angels Catholic Primary School places great importance on striving to meet the needs of ALL children in the school, and fully recognises that some children will require additional help to access the curriculum and fully participate in learning. Appropriate strategies are employed to meet their needs within a differentiated programme of work in the classroom.

The vision for SEND, and Aims and Objectives are set out below:

## 3. Vision

At Guardian Angels Primary School our School Mission Statement is:

*'At Guardian Angels Catholic Primary School we recognise the importance of our faith, that Jesus is present in all of us and because we are made in the image of God, we are all brothers and sisters in Christ.*

*We place emphasis on every child developing his or her fullest potential by enabling their capacity for learning in every aspect of school life.*

*We are committed to developing a community where pupils, staff, parents, governors and Parish work together to put into practice the aims of the school.*

*Guided by the teachings of the Church we pray, work, celebrate, and care for each other and other people using the gifts we have been given by God the Father, Son and Spirit.'*

This statement is promoted to all children, regardless of their educational needs.

#### 4. Aims and Objectives

We set out our aims and objectives in an SEND Action Plan throughout the year. These actions are then reviewed to ensure that children with Special Educational Needs & Disability make expected or better progress and receive appropriate high quality provision.

#### 5. Responsibilities

**The Governing Body** is ultimately responsible for using their best endeavours to meet the needs of children with special needs & disability in their school.

**The Head Teacher** as the leader of the school is responsible for ensuring that this is translated into reality in the running of the school.

**The Special Educational Needs Coordinator or SENCo/ Inclusion Manager** is the person responsible for coordinating the day-to-day provision for pupils with SEND. In this school this person is Miss E Foote.

**All Teachers** are teachers of SEND pupils and should take full responsibility for all children in their class.

We also call upon professionals from outside agencies to offer additional support and advice, where required.

#### 6. Admission Arrangements

The admission arrangements for the school treat children with SEND (who do not have an EHC Plan) in the same manner as all other children and are administered in accordance with the guidance set out in the Admission Arrangement, published by the Local Authority. In relation to children with an EHC Plan for SEND, the school will meet with outside agency professionals and parents to ensure that the child's needs can be met within a mainstream setting. A copy of the Admission Arrangements is available on the school website under policies.

#### 7. Accessibility

The following measures are in place to support increased access for children with SEND:

- The school entrance via the car park and the Year 6 entrance are wheelchair accessible
- The school reception area has entrance buzzers and intercom system at a suitable height for wheelchair users
- A door release button at hand level for wheelchair users
- A disabled WC
- External landscapes and games areas are fully accessible to all
- The dining hall is level and fully accessible to all pupils

Steps into playground floor are edged with bright yellow paint to accommodate those partially sighted.

- Ramp in the hall for accessibility outside.

## 8. Resourcing SEND In The School

We receive and use resources for meeting SEND in a number of different ways. This resourcing caters for all learners.

We must recognise that children have different degrees of difficulty, so the additional support that they receive will depend upon their level of difficulty. We call this our **continuum of need** and match it to a **continuum of support**. We use provision mapping coupled with intervention grids alongside the use of Maths and Literacy Toolkits to set out the additional activities undertaken to provide support, monitoring the impact carefully.

The resources which we allocate are:

- comparable with similar schools in Birmingham, allocated fairly and equitably, according to the level of need
- based on our professional assessment of the level of difficulty the pupil is experiencing, in relation to other children of the same age
- monitored carefully and regularly
- moderated through advice, help and support from SEND support services, who routinely work across a number of schools. For example Pupil Support Service (PSS) and the Educational Psychologist (EP).

We have a range of different external services regularly available to us for SEND support and these include:

- Advisory Teachers for SEND
- Educational Psychologist
- Speech and Language Therapist
- The Communication and Autism Team
- Pupil and School Support
- Sensory Support Service
- Court Section for Attendance
- Beacon Behaviour Support service
- Malachi Trust

At times, we may also call upon school health services, social services and other key statutory and voluntary agencies who work in specialist areas in Birmingham.

## 9. Identifying and Meeting SEN

Children and young people make progress at different rates and in different areas throughout their school life. This may be affected by their health, absence from school, difficulties in their home circumstances, or other reasons, such as their lack of English if they are newly arrived in this country. These reasons alone would not mean that a child or young person has Special Educational Needs or Disabilities. We identify whether children and young people have SEND in the following ways:

- information that we may receive when a child transfers to the school
- considering information and assessments, which we may receive from other professionals outside of the educational area (e.g. health services)
- identifying where pupils have greater difficulties in learning, in relation to other children of the same age
- constant monitoring of progress of individual children at regular intervals
- considering whether the pupils rate of progress is in line with the progress of other children of the same age
- listening to any concerns that children and/or their parents/carers may have
- conducting our own more in depth assessment of learning and behaviour
- seeking further views through consultations with other external educational professionals (e.g. Educational Psychologists, Pupil and School Support Service)

Formal assessments used during this process may include:

- Internal entry assessments
- Foundation Stage profiles & assessments
- Phonics Play Assessments
- KS1/KS2 SATs results
- National Literacy Reading/Spelling word lists
- SEND Toolkit (Maths & Language and Literacy)
- CRISP assessment
- Rising Stars optional tests and assessments
- FROG Assessment records (linked to Step Up targets)
- Range of LA agency assessments (e.g. BPVS: British Picture Vocabulary Scale)

### **Levels of Response**

If a child or young person is making less than expected progress despite high quality teaching targeted at their area(s) of difficulty, additional teaching or intervention programmes will be provided to support the child or young person to improve progress. Frequent review will identify when the child or young person has improved and can be removed from the SEND register.

Where a child or young person is still not making expected progress, more specialist advice will be sought from an appropriate external service.

If **expected progress** has still not been made following a high level of support, we will consider along with the parents and other professionals whether to request an **Education, Health and Care needs assessment** of the individual pupil's needs. This is a very serious decision and will sometimes mean that very specialist provision, such as

a special school, may be required. This process fully accords with the national guidance issued through the “**Special educational needs and disability code of practice: 0 to 25 years (2014)**”.

**It is our aim to make children independent of additional support as soon as possible.**

## **10. Monitoring The Success Of The Provision Made**

We regularly monitor the progress of all our pupils, and children with SEND are no exception. We set targets for improvement for all children and will ensure that these targets are made available to both the pupils involved and their parents. It is particularly important for children with SEND that:

- parents work with us and support the additional activities in place
- we have the same high expectations for pupils with SEND as we do for all pupils
- we regularly monitor and review our provision
- report regularly on progress to the Governing Body

External monitoring of our provision and arrangements is provided by the Local Authority and the OFSTED Inspection process.

## **11. Involving Parents**

We welcome the involvement of all parents, but particularly those with children with SEND. Without their commitment and support to continue the additional work put in place, the programmes carried out will not be as successful. **All parents will be consulted if we decide that we will need to make additional SEND provision for their child.** We will request their attendance and advice at regular reviews and ask them to undertake support activities at home. We are happy to meet to discuss any concerns there might be, and see parents as equal partners in their child's learning and progress.

## **12. Training for Staff**

We regularly undertake training and development work in the area of meeting SEND in schools, and this is included in our school development and training plan.

## **13. Sharing Experiences and Good Practice**

As a school we are part of a Birmingham wide education community. We meet together at regular intervals and share good practice. There is a special Eastwards network for SENCos/ Inclusion Leaders, which allows professionals to come together at regular intervals to discuss their concerns and new developments and to plan training for the

foreseeable future. In addition we:

- support the transition of children between schools through planning and meeting teachers in the receiving school, transferring records and knowledge
- ensure that, if local, children have the opportunity to visit the school and meet key staff before they move.

#### **14. Parental Complaints**

We are always open to receiving either compliments or complaints from parents of children with SEND in the school. In the first instance these should be relayed to the pupil's class teacher, followed then by SENCo/ Inclusion Leader, either by calling for a discussion/making an appointment, or writing in to school.

**Telephone discussion** - complaints, can usually be easily and quickly be dealt with by a telephone conversation, but, please be aware that staff will find it difficult to receive phone calls during the normal teaching day.

**Meeting in school with SENCo**- in the unlikely event that this does not allay your concerns, then the next stage would be to organise a meeting in school with the SENCo/ Inclusion Leader to discuss this further.

**Meeting in school/ discussion with Head Teacher** - if you are still not satisfied that your concerns have been resolved then you should either phone the Head Teacher for a conversation or appointment to meet, or put your concerns in writing.

A copy of the school's complaints procedure is available on the school website.

#### **15. Key Contacts**

The key contacts for further advice and information on SEND in the school are:

Miss E Foote - SENCo  
Mrs M Johnson - Interim Head Teacher

Guardian Angels Catholic Primary  
School  
Hurst Lane,  
Shard End,  
Birmingham.  
B34 7HN

Tel: 0121 747 2782

E-mail: School office - [enquiry@grdangel.bham.sch.uk](mailto:enquiry@grdangel.bham.sch.uk)

SENCo [e.foote@grdangel.bham.sch.uk](mailto:e.foote@grdangel.bham.sch.uk)

Review: Policy agreed by Staff: \_\_\_\_\_ (Date)

Governors: \_\_\_\_\_ (Date)

