

# Furness & Millom Catholic Cluster



‘For I know the plans I have for you,’ declares the Lord, ‘plans to prosper you and not to harm you, plans to give you hope and a future.’ (Jeremiah 29:11)

## SEND Policy

Headteacher	Chair of Governors
Signed: <i>MJ Nicholas</i>	Signed: <i>JW Rodgers</i>
Date: 04/10/17	Date: 04/10/17

This policy will be reviewed **annually**/bi-annually/tri-annually.  
This policy will be reviewed in **Autumn 2018**.

Furness & Millom Catholic Cluster consists of: St Pius X Catholic Primary School, St Columba's Catholic Primary School, Sacred Heart Catholic Primary School, Holy Family Catholic Primary School, St James' Catholic Primary School, Our Lady of the Rosary Catholic Primary School, St Mary's Catholic Primary School & St Bernard's Catholic High School

## **SEND Policy**

The Special Educational Needs Co-ordinator (SENCo) is **Mr N Nicholas**

The Governor with responsibility for Special Educational Needs is **Mrs Sue Lloyd**

Policy to be reviewed in the Autumn Term 2018

### **Introduction**

The SEN Code Of Practice (DfES 2014) says that a child has a learning difficulty if they:

- a) have significantly greater difficulty in learning than the majority of children of the same age
- b) have a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

### **Vision**

Everyone at St. James' Catholic Primary School is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life. We recognise the diverse and individual needs of all our children and take into account the additional support required by those children with Special Educational Needs and Disabilities.

At St. Pius X We adopt a whole school approach to SEND. All staff work together to ensure effective teaching and learning at all times so that children with SEND reach their full potential.

We believe in everyone working together to ensure positive intervention and the removal of barriers to learning. We work in partnership with parents and outside agencies to ensure that all our SEND children have a positive learning experience at St James'.

### **Objectives**

- All children who have SEND are identified as soon as possible.
- All intervention is at a suitable level when a child is identified as having SEND.
- All teachers are teachers of SEND.
- All children with SEND have access to a broad and balanced curriculum through the use of a variety of teaching styles suited to their individual needs.
- All children with SEND learn and make progress, if only in very small steps and detailed records are kept to show this.
- All SEND children receive specialist support from outside agencies if required.
- All children with SEND and their parents have the right to be actively involved in accessing and determining goals.
- All staff working with children with SEND have access to ongoing training.

### **Co-ordinating Provision**

All teachers are teachers of children with Special Education Needs.

### **The SEN Governor**

**Mrs Sue Lloyd** is the current Governor with responsibility for SEND at St. James'. She has regular contact with the SENCo and the Senior Management of the school to keep up-to-date with, and monitor the school's SEND provision.

## **The Special Educational Needs Co-ordinator (SENCo)**

**Mrs N Nicholas** is responsible for the arrangements for SEND provision throughout the school. As SENCo she:

- Has responsibility for the day to day operation of the SEN policy.
- Maintains a register of children with SEN, and ensures that the records on children with SEN are up-to-date.
- Works closely with the Senior Management Team, the teaching and support staff in co-ordinating provision for our SEND children.
- Liaises closely with teaching Assistants attached to individual children with SEND.
- Liaises with the staff in school who have responsibility for safe-guarding, attendance and family support issues.
- Works closely with the parents of children with SEND.
- Liaises with outside agencies to gain advice and support for children with SEN.
- Contributes to in-service training for staff on SEN issues.

## **Class Teachers**

All class teachers are responsible for working with children with SEND on a daily basis.

Where the interventions involve group or one to one teaching assisted by a T.A, the overall responsibility for progress and learning still remains with the class teacher.

Class teachers are accountable for delivering high quality teaching, differentiated for individual children. Differentiated quality first teaching is a priority for all pupils, including those with SEND.

Class teachers are responsible for making regular assessments of all children. Children not making expected progress should be given extra support. Central to the work of every class is a continuous cycle of planning, teaching, assessment and evaluation that takes into account the wide range of abilities, aptitudes and interests of the children.

Teachers should have high expectations for all children, including those with SEND.

## **Support Staff**

These TAs work with individual children and with small groups on very specific intervention programmes. They closely monitor progress against set targets on a weekly basis and liaise closely with class teachers. Children with Education and Health Care Plans are supported on an individual basis by TAs employed by the school from the funding delegated by the LEA for this purpose.

## **Admission Arrangements (also see Admissions Policy)**

In line with current LA policy a place at St. James' is available to a child with SEND provided that:

- a) the parents wish the child to attend the school.
- b) the child's special educational needs can be met by the school.

The SENCo will collect all relevant paperwork from feeder schools/nurseries and relevant outside agencies. Meetings will be arranged if necessary including meeting with parents. In addition the SENCo will provide enhanced transition visits to year 6 children in the spring/summer term prior to transfer to secondary school if required. Enhanced visits to nursery children set to start school are also provided to ensure a smooth transition.

When face to face meetings are not possible, contact will be made via telephone and/or email to ensure there is a good understanding of the needs of the individual children and provision required.

### **Access to the Curriculum**

All class teachers, the SENCO and SEN support staff carry out an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress. Strategies which are used to enable access for all children to a broad and balanced curriculum are:

- Differentiation of the curriculum to match tasks to ability.
- Grouping of children according to ability for literacy and numeracy to ensure that tasks are suitably matched to ability.
- Use of a range of teaching styles which recognise the individual learning styles of the children in the class.
- Use of TAs to provide additional support within literacy and numeracy lessons.
- Small withdrawal group and 1:1 teaching.
- Accessibility to resources to support pupils with sensory or physical difficulties
- Alternative means of accessing the curriculum through ICT, and use of specialist equipment
- Peer group support through mixed ability grouping, paired reading and "buddy" systems.
- Use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.
- Access to extra-curricular clubs, and to the social life of the school.
- In-Service training for all staff on the needs of children with SEND.

### **Identification and Assessment**

At St. James' we identify children with SEND as early as possible, through regular contact with our feeder Early Years settings and by assessment at the start of the Foundation Stage Year.

Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. Children with SEN may be identified at any stage of this process during their school life. The assessments used are:

- The Foundation Stage Profiles/ Baseline Screening
- The P scales, using the Lancashire PIVATS programme for both learning and behaviour.
- Termly assessments of progress using school assessment and monitoring programme.
- National Tests- Phonics Screening and End of Key Stage 1 and 2 Tests.
- Teacher observations and ongoing assessments.
- Other Baseline assessments that concentrate on the four areas of need as stated in the Code Of Practice. (Communication and interaction, Cognition and learning, Social, emotional and mental health issues, Sensory and/or physical needs).

### **Social, Emotional and Mental Health Needs**

The school works closely with the Children's Centre and school nurse who provide individual support to children if required. This can be done on a one to one basis or through small group work. Interventions are targeted specifically to the individual needs of the child. Interventions include Anger Management and Bereavement Programmes. Many children who require support from the SERIS worker are classed as SEND.

### **The Graduated Response**

The "triggers" for further intervention

At St. James' we recognise that there is a wide range of SEND amongst our children and match the level of intervention to each child's needs. We have adopted the "graduated" approach set out in the

2014 SEN Code of Practice, where the level of intervention increases whenever adequate progress is not being made.

**The “triggers” for further intervention are one or more of the following:**

- Tracking scores indicating poor early learning skills at the start and end of Foundation Stage.
- Ongoing teacher and TA observation and assessment within the classroom, and/or attainment in annual standardised tests showing one or more of the following:
  - the child is working at a level below the national expectation for that Year group
  - the attainment gap between the child and his peers is getting wider.
  - a previous rate of progress is not being maintained.
  - little progress is being made even when teaching approaches and resources have targeted a child’s identified area of weakness.
- The class teacher’s annual assessment profiles showing underachievement in one or more curriculum areas
- Low scores in diagnostic testing
- Emotional or behavioural difficulties persisting in spite of the use of the school’s behaviour management programmes.
- Self-help skills, social and personal skills inappropriate to the child’s chronological age.
- Diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
- Looked After children, in liaison with Children’s Services
- For a child who is new to the school, records from the previous school indicating that additional intervention has been in place.
- Parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills.
- Other adults concerns eg from medical services, Educational Psychologist, Children Services, Learning Mentor, School and Children’s Centre Family Liaison Officer

**Identified Concerns**

If a teacher is concerned about some aspect of a child’s progress, behaviour or well-being (s)he will decide what action to take within the normal daily classroom routine. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child.

If a child is having behavioural problems the teacher will take note of the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the child overcome the problems.

When a teacher is concerned about a child’s physical or mental well-being, (s)he will share her concerns with the SENCo and the staff who have responsibilities for pastoral, medical and child-care issues.

Whatever the nature of the concern, the teacher will invite the parents or carers of the child into school to discuss the concerns and to ask for their support in resolving the problem.

The teacher will inform the SENCO of the concerns.

**Wave 1. SEND Support**

If a child continues to make inadequate progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher and the SENCO look at the evidence of inadequate progress and decide on strategies which are **additional to, or different from** those already being provided in the classroom to help the child to make progress.

An Individual Learning Plan is written by the class teacher and the SENCo. Views and opinions of parents and the individual child are also included at this first stage to ensure a joint approach. This

sets out the learning or behavioural targets (usually up to 4 in all) that the child is working towards, and describes the strategies and arrangements needed to help the child achieve these targets. The targets are discussed with the child in age-appropriate language.

Progress towards the targets is discussed at Parent's evenings, or by request at other times through discussions with the class teacher or SENCo.

At the plan review decisions are made about the future actions that may be taken to meet the child's needs. These may be:

- a) to reduce the amount of help.
- b) to continue with the existing level of help with new targets being set.
- c) to increase the level of intervention if there has been little progress.

## **Wave 2. SEND Support**

If a child continues not to make adequate progress at Wave 1 the SENCO will ask for help from specialists outside school. This is in addition to the extra support the child is already receiving within school. These specialists may include the Educational Psychologist, the Specialist Advisory Teacher, Member of the Early Year Specialist Team. With their help strategies which are **additional to or different from** those at Wave 1 will form the basis of future Learning Plans.

At the level of Wave 2 parents play a particularly important role. Their permission is essential when asking for specialist help. Their support is crucial in making the most of the help provided. Contact with school about review meetings and attending appointments made for other services will usually be by letter or telephone calls from the SENCo.

## **Wave 3. Request for Statutory Assessment**

If the child continues not to make progress, the school, through the Headteacher and SENCO, requests the Local Education Authority to make a statutory assessment of the child's SEN. If the LEA agrees, it collects information from all the people who have been involved with the child. From this the LEA Special Needs Officer decides whether the child needs an Education, Health and Care Plan to meet their needs.

### **The Education, Health and Care Plan (EHCP)**

An Education, Health and Care Plan is a legally binding document which sets out the provision the child **must** receive to meet his/her SEND. The LEA provides the school with additional funds to cover the costs of this provision. This is used for TA support and/or specialist teaching and equipment. Learning Plans are used to set targets each term as before. Each year the school must hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child's progress. A representative from the LEA may attend these reviews. Parents will be offered help and advice from the SENCo throughout the statutory assessment process.

### **INSET Arrangements**

Within school there is an ongoing programme of INSET training for all members of staff. Staff also attend courses run by the LA and Medical Services. The SEND governor is also informed of relevant courses on disability and SEN issues.

The SENCO regularly attends courses on SEND issues run by the LA. She attends the local SENCO "Cluster" meetings to discuss local and LA issues which affect SEND provision.

The TAs employed by the school also attend courses run by the LA, school INSET sessions specifically for their needs, and whole staff INSET, when appropriate.

The SENCO leads INSET sessions for the school staff on specific SEND issues.

## **Resource Allocation**

The funding for SEND covers the cost of the staffing, resources and training needs for SEND in both Key Stages.

Resources for children with Education, Health and Care Plans are delegated directly to the school from the LEA. The LEA will provide top up funding to the school to help deliver the plan.

Funding provided by the school is also used to support children with emotional and social difficulties. With this the school can employ teaching assistants to work 1:1 with an individual child.

## **Involvement of Outside Agencies**

Links with external agencies is vital to ensure that we provide the highest level of support of our SEND children. The school works regularly with external agencies and they are invited to attend Team Around The Child/Family meetings. Outside agencies we use include:

- A specialist teacher in the identified area of need
- A medical service such as a Speech Therapist, Physiotherapist or Occupational Therapist
- An Educational Psychologist
- The Medical services, including CAMHS
- The Social Services, especially for Looked After children
- Early Years Team
  - Any request for help and advice from outside agencies is likely to follow a decision taken by the SENCo in consultation with relevant staff and parents.

## **Partnership with Parents**

Parents of children with SEND are kept fully informed of the provision that is being made for their children. Parents receive a copy of the child's IEP each term and are invited to review progress towards the targets at the class Parent's Evenings and at termly review meetings. Class teachers and the SENCO have regular meetings with parents and encourage active involvement with the school to help their children to overcome their difficulties. The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child. The school produces a SEND Information Report on the school website.

## **Complaints Procedure**

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should talk first to the child's class teacher. If the parents think that the child should be given more support they should raise their concerns with the SENCO and the Headteacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for SEND. There is a School Complaints Procedure kept in the office.

## **Monitoring the success of the SEND Policy**

Senior Leaders and SEND governor will monitor the success of the policy. Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEND will be shown by:

- Ongoing teacher and TA observations of the child in the daily classroom setting.
- Differentiated short-term planning by the class teacher to meet the child's needs,
- Records and evidence of the child's work showing progress towards curriculum objectives.
- Evidence of progress towards targets at the Learning Plan reviews.
- More age-appropriate scores on testing.
- Records and evidence of the child's progress towards improving behaviour.
- Discussion at an appropriate level with the child about their progress.

- Discussion with parents about the child's progress.
- Discussion with outside agencies about the child's progress.
- Successful requests for additional funding at EHCP level.

### **Evaluating the Success of the SEND Policy**

The success of the policy will result in the needs of all children with SEND being met by:

- Having the systems in place to identify children with SEND as early as possible.
- Making use of good practice in planning for, teaching and assessing children with SEND .
- Regularly reviewing of the child's progress against targets set.
- Providing additional intervention if progress is not adequate.
- Receiving appropriate funding from the LEA to support the child's needs at ECHP level.
- Considering the wishes of the child at an appropriate level.
- Having a positive and effective partnership with parents.

### **Useful Documents**

Special Educational Needs and Disability Code of Practice January 2015 (0-25 years)

Children And Families Act 2014

Special Educational Needs- A Guide for Parents and Carers (August 2014)

Other information can found on the Department for Education and Skills website at [www.dfes.gov.uk/sen](http://www.dfes.gov.uk/sen)