

# Our Lady of Furness Catholic Federation



*"Lovingly we learn in harmony"*

## Special Educational Needs and Disability Policy

2018-2019

Date:

Date:

Signed:

Signed:

*Executive Headteacher*

*Chair of Governors*

This Statement will be reviewed **annually/bi-annually/tri-annually**.

This Statement will be next reviewed in **Autumn 2019**.

## **Special Educational Needs and Disability Policy (SEND)**

### **Introduction:**

Our Lady of Furness Catholic Federation aims for every pupil to feel valued and to achieve their full potential. Each pupil will be provided with a broad and balanced curriculum, which is differentiated to meet their individual needs and abilities.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 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 (September 2014)
- Schools SEN Information Report Regulations (2014)

### **Aims and Objectives:**

- Build upon the strengths and achievements of the child
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision (SEP) made for them.
- Assess children regularly so that those with SEN are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.

### **Broad Areas of Need**

These four broad areas give an overview of the range of needs that may be planned for.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical impairment.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP).

### **A Graduated Approach to SEN Support**

The school is committed to early identification in order to meet the needs of children with SEN. 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. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, PIPs, SATs or the use of PIVATS. Teachers will then consult the SENCO to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focussing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress then the teacher will consult the SENCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as

receiving SEN Support. We seek to identify pupils making **less than expected progress** given their age and individual circumstances. This can be characterised by progress which:

- 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
- fails to make progress with wider development or social and emotional needs
- fails to make progress in self-help, social and personal skills

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENCO will update all records of provision and impact of that provision. The teacher will maintain the personalized plans and keep them updated.

**ASSESS** - The teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

**PLAN** – Pupils and parents will be involved in the planning process as much as possible. Person-centred tools may be employed to facilitate this. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

**DO-** The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of

progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

**REVIEW-** The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly.

The school's Local Offer can be found on the school website

<http://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/>

This indicates the type of provision the school currently offers to pupils with SEN and disability. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes. The SENCO records the cost of provision made through provision mapping.

### **Statutory Assessment of SEN**

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's individual plans ( IPP)
- records of reviews with pupils and parents, and their outcomes
- Common Assessment Framework (if applicable)
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist advisory teacher

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP).

### **Annual Review of the EHC Plan**

The LA has a three year period in which to legally make the transition between existing Statements of SEN, and EHC Plans.

All Statements/ EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action plan

Any amendments to the EHC Plan will be recorded. The SENCO will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the LA.

## **Criteria for exiting Special Educational Provision**

A child may no longer require SEP, where they

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

## **Supporting pupils and families**

This policy forms part of the school's SEN Information Report.

The school is committed to working closely with parents. Parents meet regularly with school staff and concerns and successes are shared. Parents are made aware of the Information, Advice and Support Services (IASS), formerly Parent Partnership Service, and supported to engage with external agencies.

<https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/parentpartnership/>

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCO. Parents are encouraged to be involved with target setting for personalised plans. Some home activities may be provided. Parents and pupils are invited to target setting meetings and to review progress. Parents of children with EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child and the pupil themselves. The Governors' Annual Report informs all parents of changes to the SEN Policy and of the outcomes of targets set in the Policy and new targets set for the coming year.

Medical issues are first discussed with the parents/carer. The child may then be referred for assessment through his/her GP.

The Educational Welfare Officer visits school regularly to offer advice. If a teacher is concerned about the welfare of a child they should consult the SENCO and/or Headteacher as Child Protection Co-ordinator.

Depending on the special educational needs of a child different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, specialist advisory teachers and educational psychologist.

The School's Child Protection Co-ordinator is Nicola Rielly.

The position of the School's Child Protection Governor is Bernie McGeough.

### **Roles and Responsibilities:**

At Our Lady of Furness Catholic Federation provision for SEN is the responsibility of the governing body and all members of Staff.

### **The Governing Body**

The SEN Governor, Millie Scott, will support the Governors to fulfil their statutory obligations by ensuring:

- the Curriculum Committee receives a report at every curriculum meeting to update progress on SEN issues,
- the SEN policy is reviewed annually,
- the governors' annual report details the effectiveness of the SEN policy in the last year, any significant changes to the SEN policy, why they have been made and how they will affect SEN provision,
- the school prospectus explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

### **The Headteacher**

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENCO, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher and the SENCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

### **SENCO (Special Educational Needs Co-ordinator)**

The SENCO is responsible for the day-to-day operation of the SEN Policy.

#### **The main duties are:**

- Co-ordinating the provision for children with SEN.
- Monitoring the SEN register.
- Liaising with and advising teachers and learning support assistants.
- Maintaining record keeping for all pupils with SEN.
- Liaising with parents / carers of pupils with SEN.
- Contributing to the in-service training of staff.
- Liaising with external agencies.

- Ensuring the Governing Body is kept informed of matters relating to SEN including the SEN Policy and deployment of funding, personnel and equipment.

### **Teachers and Support Staff**

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. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEN. They work together with the SENCO to formulate and review IPPs and to maintain a class SEN file that is kept in the classroom for reference by staff including supply staff and students as appropriate.

### **Admission Arrangements:**

The Governing Body complies with the LA admission criteria which is fully inclusive and does not discriminate against pupils with Special Educational Needs and has regard to the SEN code of Practice (2014).

### **Educational Inclusion:**

Our Lady of Furness Catholic Federation respects that pupils:

- Have different educational, behavioural and aspiration needs.
- Require different strategies for learning.
- Learn at different rates.
- Require a range of learning strategies and experiences.

Teachers respond to pupils' needs by:

- Providing support in all curriculum areas.
- Planning to develop children's understanding through the use of all the senses.
- Planning for pupils' full participation in learning and in physical and practical activities differentiated as necessary.
- Planning for pupils to manage their behaviour, enabling them to participate safely in learning.

This Policy aims to ensure that teaching arrangements are fully inclusive. All children will be taught in their Class groups whenever possible and only withdrawn when appropriate. The majority of children will have their needs met through normal classroom provision and appropriate differentiation.

Senior Teaching Assistants may be used for small group support within the English and Mathematics sessions, for communication skills and for social skills as and when appropriate.

### **Access to the Curriculum:**

All pupils have an entitlement to a broad and balanced curriculum which is differentiated to enable pupils to:

- Understand the relevance and purpose of learning activities.
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet pupils' Special Educational Needs. Lessons have a clear learning objective, work is differentiated to take account of variations in learning styles and assessment is used to inform the next stage of learning.

Individual Pupil Plans (IPPs) contain a small number of SMART targets against which pupils' progress can be monitored.

### **Identification and Assessment Procedures:**

Progress made by all pupils at Our Lady of Furness Catholic Federation is regularly monitored and reviewed. Pupils with needs which are different from, or additional to, standard Classroom provision, may be identified in discussion with parents / carers, or through discussion with other agencies, by the Class teacher in discussion with the SENCO, or through standardised monitoring and assessment. Pupils receiving additional resourced provision will be identified in an IPP (Individual Pupil Plan). Individual learning programmes, where considered necessary, will be recorded in IPP form. These will be subject to regular review by teachers, support staff, parents and the child. When necessary, additional advice will be sought from appropriate agencies. When need is deemed to be complex, severe and ongoing, the school with support from outside agencies, will apply for an Education, Health and Care Plan assessment.

### **Allocation of Resources:**

Pupils receiving additional support as a result of Special Educational Needs will be identified in a provision map. The additional support will be quantified and pupils' progress will be monitored to ensure effective use of the provision.

### **Staffing and Partnership:**

The SENCO, in consultation with the Executive Headteacher, aims to ensure that all members of Staff access relevant and appropriate training and information.

Parents are encouraged to take an active role in meeting their child's Special Educational Needs. They are invited to attend Review Meetings with the Class Teacher, Senior

Teaching Assistant and SENCO. They are invited into School to meet any visiting specialists. We aim to take account of parents' aspirations for their children and we encourage them to take an active role in their children's education. The views of the child are important; we encourage children to be involved with their own target setting and include their 'voice' in the individual pupil plans and child booklets.

### **Links with other Schools and Agencies:**

Links with other schools will be kept to ensure a full exchange of information when any pupil changes school. Records will be transferred to the receiving school as soon as possible. There is liaison between schools to ensure that effective arrangements are in place to support pupils at the time of transfer. The SENCO will also liaise with other providers when a pupil with SEN is transferring to the school.

We have strong links with the SEN Department in all local Secondary Schools. We work closely with the LA Special Needs Service to ensure that all pupils access the support and the resources they require.

### **SEN Information Report**

A SEN information report will be published annually on the school website.

### **Complaints Procedure:**

If parents are unhappy with the provision the school is making for their child with SEN, they should raise their concerns with the Executive Headteacher and SENCO. Every effort will be made to resolve complaints within the school setting. However, if parents still feel dissatisfied, they may raise their concerns with the Federation Governor responsible for SEND, Mrs **M Scott** or the Chair of Governors, Mr **Ian Patterson**, in writing. If following this action the matter remains unresolved, then subsequent recourse can be taken through the Local Education Authority. The SEN Code of Practice (2014) outlines additional measures the Local Authority must set up for preventing and resolving disagreements.

### **Success Criteria:**

The success of this policy is judged against the aims set out above. The policy has been developed in consultation with the Staff and Governors and has been approved by the Governing Body.