

St Catherine's Catholic Primary School

MISSION STATEMENT

St. Catherine's is a school where prayer, worship and learning are centred around the teachings of the Risen Christ.

Together, guided by God, we are:

- Growing in Faith
- Learning for Life
- Aiming for Excellence

Inspired by the Holy Spirit we value individuality and celebrate diversity by building positive relationships within our community.

SPECIAL EDUCATIONAL NEEDS POLICY (SEND)

Policy Adopted: 16 January 2018
To be reviewed: January 2019

SEND POLICY

POLICY STATEMENTS	MONITORING PROCEDURES	SUCCESS CRITERIA
The Governors are committed to supporting the school in achieving the following:	The following procedures will be employed to monitor the success of the policy:	The Governors consider that the following criteria are evidence of successful implementation of each of the policy statements:
Meeting their legal responsibilities relating to the SEND Code of Practice	<ul style="list-style-type: none"> • The Link Governor is identified in the school documentation and the School website. • The Link Governor meets with SENCo to discuss and review provision to ensure compliance with the sections of the SEN Code of Practice. • The Link Governor periodically checks all SEND files and running records. • The Link Governor reports to the full Governing Body. 	<ul style="list-style-type: none"> • The school will be operating in compliance with the SEND Code of Practice 2014. • Sample case studies are in place and show as evidence of compliance.
Creating a culture of inclusion to ensure that pupils with SEND feel they are equally valued members of the community.	<ul style="list-style-type: none"> • All pupils will be observed during daily life of school by Governors, teachers, TAs and other adults. • Audit of curriculum provision 	<ul style="list-style-type: none"> • Pupils with SEND are engaged in a full range of activities as they move through the school and have access to broad and balanced curriculum • Positive feedback received by Governing Body.
The needs of all SEND pupils are identified swiftly and appropriate interventions put in place.	<ul style="list-style-type: none"> • Minutes of data group meetings with issues arising. • The Link Governor gives feedback from meetings with SENCo regarding pupil progress and intervention. • Feedback sought regularly from parents and pupils and SENCo attends twice termly pupil progress meetings. 	<ul style="list-style-type: none"> • SEND pupils make appropriate progress.
To ensure that physical and human resources are deployed efficiently.	<ul style="list-style-type: none"> • Observations of strategies/interventions. • Consider financial benchmarking and school budget share. • Feedback from the Link Governor/SENCo meetings 	<ul style="list-style-type: none"> • Pupils' targets are met and sustained progress is made. • The Governors are satisfied that physical/ human resources are used efficiently.
Keeping parents of SEND pupils fully informed of their child's progression and attainment	<ul style="list-style-type: none"> • Parent Evening consultations and termly review meetings with class teachers • Letter sent home • ILP's on record • Termly Parent Forums • Parent Questionnaires 	<ul style="list-style-type: none"> • Parents positive feedback

Special Educational Needs (SEND) Policy

St Catherine's Catholic Primary School

Introduction

1. Front Page

Mrs Sue Burns is the named SENCo at St Catherine's. She has many years experience as a class teacher and has worked in the area of Special Needs for over 10 years. She is an associate member of the SMT (Senior Management Team). The SENCo can be contacted through the school on: 01903 716039 or by email to sburns@wsussex.gov.uk.

The named Governor responsible for SEND is: Mrs E Bedford

The SMT and the Governing body ensure that the Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

This policy has been written in consultation between the SENCo, Link SEN Governor, parents and the Governors Policy group.

2. AIMS

At St Catherine's we believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential and to become confident individuals.

As a team we will use our best endeavours to ensure that all pupils are able to achieve their best and develop a lifelong love for learning.

We strive to create an environment that meets the special educational needs of each child in order that they can achieve and engage in activities alongside pupils who do not have SEND. We believe that the class teachers are responsible for the progress and development of all children in their class including those with special needs.

Objectives

1. To make early identification of pupils who have special needs or additional needs and to respond by making effect provision to improve the long-term outcomes for those pupils
2. To ensure there is a qualified SENCo who will work with the SEND Inclusion Policy and the guidance provided in the SEND Code of practice 2014
3. To provide support, advice and training for all staff working with pupils with special educational needs
4. To work in cooperation and partnership with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
5. To work in partnership with parents and carers to support the learning and well being of all pupils with special need

3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her that, is 'additional to and different from' that provided by quality-first teaching.

Under the new SEND Code of practice (2014) a child would not be deemed to have special educational needs simply because of:

- Attendance and punctuality
- Health and welfare issues
- Having English as an additional language
- Being in receipt of Pupil Premium
- Being a Looked after child
- Having behaviour problems
- Having a disability

The four areas of need identified in the new Code of Practice (September 2014) are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental and health
- Sensory/Physical

How will the school identify children who need extra help or support?

The children at St Catherine's are assessed on at least half termly against the Early Years Foundation Stage (Reception Year) Curriculum and the National Curriculum expectations from Year 1 to Year 6. Children identified as having a significant difference to the expected levels of attainment and progress are then observed, monitored and assessed individually to identify any specific needs they may have. Pupils will continue to be supported by quality first teaching, targeted adaptations to the curriculum and appropriate interventions either in class or in small groups or on a one-to-one basis. We engage with parents at the earliest opportunity to share additional areas of support being offered. We deem children at this stage to be of "concern". These additional interventions will be regularly reviewed and parents will be kept up to date about the additional support measures that are put in to place and their impact.

The key test of the need for further action being needed is that current rates of progress are not sufficient

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour

Special Needs Register

If a pupil does not make adequate progress even with additional support, when there is an already identified need or a pupil is already involved with specialist services such as the Speech and Language Therapy Service, a collaborative decision between the Class Teacher, SENCo and parents will be made to put him or her on the Special Needs Register at the stage called "SEN Support."

Children who transfer from other schools will be assessed by the class teacher who will also use previous school records (including any previous history of special needs) to identify individual children's starting points and whether they need to be on the Special Needs Register.

Where there is a higher level of need, or if as a school we feel that the targeted interventions are still not having an impact on the individual, this may mean seeking specialist expertise. This step will always be taken in consultation with the parent who will need to give their consent.

Outside Agencies

There are a number of agencies that the school can apply to for further support. Some of these will be for telephone consultation only between the SENCo and the professional and most will have a waiting list.

These include:

- Speech and Language therapy
- Learning and Behaviour Team – Learning, Behaviour and Social Communication
- Educational Psychology Service
- Occupational Therapy Service
- Paediatric Physiotherapy Service
- Family Resource Team
- Family Link Worker Service
- Social Services
- School Nurse Service
- Child Development Centre

These agencies will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment which would involve working with the child directly.

Advice given will be built into the child's individual targets for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the individual plans (ILP's) continues to be the responsibility of the class teacher in consultation with the SENCo.

The school will record the steps taken to meet the needs of individual children through the use of Individual Plans and the SENCO will have responsibility for ensuring that records are kept and available when needed.

Education Health Care Plans

Some children may require an Education Health Care needs assessment to decide whether it is necessary for the Local Authority to make provision in the form of an EHC Plan. There are clear guidelines of the criteria that the Local Authority has set to accept an application.

A request will be made to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parent and the child

The parents of any child who is referred for an EHC Plan will be kept fully informed of the progress of the referral and will be consulted and involved in the process from the outset.

4. MANAGING PUPILS NEEDS ON THE SEN REGISTER

The process of continued assessment will continue to ensure that all pupils make progress. Twice termly Pupil Progress Meetings between the SMT, SENCo and class teachers reviews the progress of all their pupils. This allows the opportunity to evaluate interventions for children not making adequate progress or needing extra support and to plan for future interventions and strategies.

Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Each term the ILP's (Individual Learning Plans) are shared and reviewed with the pupils on the SEN register and their parents and their views sought for new or continued targets and support needed for the future.

Partnership with parents

All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education. Review meetings with parents for all children on the Special Needs Register will be arranged at the end of each term to see what progress has been made, feedback the children's views, how effective the support has been and to plan ahead for the following term.

The SENCo will keep a record of all the pupils on the SEN register and the interventions in place. Regular assessments, before and after results and feedback will be gathered from Teaching Assistant, Class teachers and the children as to what works.

5. CRITERIA FOR EXITING THE SEN REGISTER

Children are being regularly monitored and assessed. Where pupils are identified as having made good progress over a period of time then the decision may be made to take them off the Special Needs Register. They will continue to be carefully monitored and given an additional support needed. This decision will be discussed with the parent. The individual will remain at "concern" for at least one term to ensure that progress is maintained.

6. SUPPORTING PUPILS AND FAMILIES

As a school with a genuine open door policy parents can always make an appointment to speak to the child's class teacher, head teacher or SENCo to discuss their child's progress. The SENCo runs a weekly surgery that any parent can book into if they wish to discuss any concerns.

There are a number of agencies which support families and the SENCo will always signpost them to families who request it. The West Sussex 'Local Offer' Website at <https://westsussex.local-offer.org/> has a wide variety of services that can be accessed. Its aim is to enable children, young people and their families to quickly and easily explore the services that are available to them.

It publishes information on all of the services available to people from birth to aged 25 across education, health, social care, support services and leisure in one place.

Behavioural expectations in the school are high. All children are treated with respect and are expected to treat others with respect also. Good examples of behaviour are recognised and rewarded. There are trained Peer Mentors; pupils who befriend others at playtimes and are a friendly listening ear. The well-being of all pupils is a high priority to us and all adults in school are observant and trained to keep children safe from harm.

Where necessary adjustments are made to support pupils with SEND when they take assessments in particular when they take their SAT's assessment in Year 6. This might include having extra time, having a scribe or having written work transcribed according to the individual needs of the pupil concerned.

Our school is fully inclusive and all school activities and visits are accessible for all pupils. Group and individualised risk assessments are devised in consultation with the children and parents as appropriate. Parents or other adults may be included to support an individual pupil where needed.

Transition arrangements in joining and leaving the school are well planned and each child will be well supported. Children joining in reception are given opportunities before starting school to familiarise themselves with the school and the class teacher. When leaving the school at the end of Year 6 children have the opportunity to visit their new schools and transition programmes can be individualised if appropriate. The class teacher and the SENCo will liaise with the next school and pass on all documentation to them so that there is continuity and support continues.

7. 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 comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) 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.

Most members of staff are trained first aiders and staff receive appropriate training for any specific medical conditions as the need arises. There is disabled access and a disabled toilet. The school can administer medicines as long as appropriate consent forms have been completed.

Where there is a medical need, Individualised care plans tailored to your child's needs will be co-produced with you, your child and any outside agencies as appropriate. The school works with the School Nursing Service in completing these plans. The school endeavours to make every adjustment possible to enable all pupils to be able to access the curriculum.

Please see the school's "Supporting Pupils with Medical Conditions Policy".

8. MONITORING AND EVALUATING OF SEND

The SENCO monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Individual Learning Plans for children. The SENCO and the head teacher hold regular meetings to review the work of the school in this area. In addition the SENCO and the named governor with responsibility for special needs also hold regular meetings.

Pupils' views are regularly sought as are the parents. The SENCO holds a forum each term for parents with pupils on the Special Needs Register each term. This gives the opportunity for feedback from the parents and to be able to answer questions about special needs practice or to give ideas and strategies on how to support their children.

9. TRAINING AND RESOURCES

SEN is funded through the Local Authority Budget.

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans.

The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed. The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

The school will allocate support and resources in response to the children's needs. The training needs of staff are ascertained through performance management, training audits and in response to a recognised need for training for a specific intervention. All staff members undertake training and development. This may be undertaken in-house or through outside training providers

All new staff undertake induction with the SENCO to explain the systems and structures in school around SEND provision and practice. The school's SENCO attends twice termly SENCO Network meetings in order to keep up to date with Local and National updates in SEND. The SENCO is also a part of the Littlehampton Locality SEN hub.

The School is a member of Nasen, (formerly the National Association for Special Educational Needs) the leading organisation in the UK which aims to promote the education, training, advancement and development of all those with special and additional support needs. Nasen reaches a huge readership through its journals: British Journal of Special Education, Support for Learning, Journal of Research in Special Educational Needs and the magazine *Special*.

10. ROLES AND RESPONSIBILITIES

The Role of the SENCO

The Special Educational Needs Co-ordinator's [SENCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Liaising with, and advising fellow teachers on the graduated approach.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and Educational Psychology services, health and social services and voluntary bodies
- Being a key point of contact with external agencies especially the Local authority and its support agencies
- Making regular visits to classrooms to monitor the progress of children on the Special Educational Needs (SEND) Register
- Ensuring the school keeps the records of all pupils with SEN up to date
- Working with the head teacher and School governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

Role of the SEND Governor

- Developing and maintaining an awareness of special needs provision in the school on behalf of the governing body
- Understand how the responsibilities for SEN provision are shared within the school
- Meet the SENCO on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEN policy;
- Discuss with the outcomes of the school's monitoring and evaluation of the provision made for pupils with special educational needs;
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that SEND pupils are actively involved in all aspects of school life;
- Take opportunities to meet and talk with parents of SEND children
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school
- Support the implementation of the school's Special Educational Needs Policy
- Be familiar with the SEND policy and involved in its review and development;
- Ensure that the SEND policy is linked to the School Improvement Plan and the budget setting process

- Ensure that funds are allocated each year within the school budget specifically to cater for SEND pupils and to support the implementation of the SEN policy; be aware of the various headings under which the schools spends the SEND budget each year (i.e. resources, training, support assistants, SENCO management time, medical time etc.)
- Monitor and evaluate the use of these funds and other resources, considering cost effectiveness and best value for money in terms of increased progress for pupils with SEND
- Encourage the governing body to ensure that all school policies are consistent with the aims of the special educational needs policy meetings.

11. STORING AND MANAGING INFORMATION

All documents will be stored safely and kept confidential. When a pupil leaves or transfers to another school all SEN records will be sent on to the pupil's new school. Electronic copies will be retained in school, password protected.

12. REVIEWING THE POLICY

The SEND Policy be reviewed annually

13. ACCESSIBILITY

St Catherine's is keen to ensure that all pupils can access the curriculum and have access to after school clubs and school visits. See the Accessibility Plan for details.

14. DEALING WITH COMPLAINTS

Any complaint against the school will be dealt with in a fair, open and responsive way, with the aim of achieving a speedy and satisfactory resolution; and the school recognises that a willingness to listen to questions and criticism and to respond positively, can lead to improvements in school practices and provision for pupils.

Please see the school's "Complaints Policy" for more details.

The first point of contact should always be the Class Teacher

15. BULLYING

As an inclusive school, St Catherine's takes a clear stand against bullying. All forms of bullying are taken seriously, and proactive measures are taken to prevent it from taking place.

As a school we are on the look-out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

Please see the school's "Anti-bullying and Behaviour Policy"