

St Wulstan's Catholic Primary School
Special Educational Needs and Disability (SEND) Policy
2021



Special Educational Needs and Disability Coordinator: (SENDCo)	Mrs E Warnett
Principal	Mrs Kim Savage
Contact details	St Wulstan's Catholic Primary School
SEND Governor	Mrs A Randle
Date	September 2021
Review Date	September 2022

Compliance

This policy was compiled by the school's SENDCo in consultation with the SEND Governor and the Senior Leadership Team (SLT). This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25yrs. (2015)

- Equality Act 2010: Advice for schools Department for Education (DfE) Feb 2013
- SEND Code of Practice 0 – 25 (2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Introduction

Our mission statement is that 'We learn and grow with Jesus to love, inspire and serve others' .At St Wulstan's Catholic Primary School we are committed to promoting inclusive education, recognising that God made us all in his own image and likeness, each of us has different gifts and abilities which make us unique and special. Through working together, we will enable our children to achieve their God-given potential. This policy supports the whole school aims and objectives with regards to developing a child's potential in all areas of the curriculum.

Aim

The policy reflects the new Code of Practice 2014 in line with the Children and Families Act 2014. The principles of the Code of Practice are based on improving outcomes for children with Special Educational Needs and Disability, (SEND) ensuring high aspirations and expectations. All children are entitled to an education which enables them to achieve the best possible education and removes barriers to learning.

Objectives

All staff at St Wulstan's Catholic Primary School aim to provide an education which meets the needs of all children, helping them to achieve their potential through Quality First Teaching, which is differentiated and personalised, and available to all children. As a school we will ensure that we regard:

- The views, wishes and feelings of the child or young person, and their parents
- The importance of the child or young person, and their parents, participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions
- Setting high expectations and ambitious targets for all
- Ensuring that there is high quality classroom teaching, differentiated to meet the needs of groups of students and individuals, enabling them to meet targets
- Providing comprehensive training and guidance for teachers and teaching assistants;

- Regular and rigorous monitoring of achievement, which will identify those students not making expected progress
- Intensive monitoring of the learning experience and classroom teaching quality, leading to targeted professional development and refined guidance on classroom strategies where appropriate;
- Effective identification of individual pupils' barriers to learning, through observations, Pupil Progress Meetings and specific testing;
- Effective programmes of intervention, aimed at overcoming barriers to learning and thereby helping to enable expected progress.

Definitions:

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Identification and processes Special educational needs and disability provision can be considered as falling within four broad areas by identifying children with difficulties in:

Communication and interaction

Cognition and learning

Social, mental and emotional health Sensory and/or physical

Appropriate methods are used to assess children to ensure they can access the correct provision.

Behavioural difficulties do not necessarily mean that a child or young person has SEND and should not automatically lead to a pupil being registered as having SEND.

Children who are working below age-related expectations are not automatically identified with a special educational need and placed on the SEND register. Teachers' first priority is to deliver Quality First Teaching to ensure the attainment gaps are closing between children and their peers, including providing high quality provision to meet the needs of children and young people with SEND.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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.

This may include progress in areas other than attainment, for example social needs

Consulting and involving parents

We will have an early discussion with parents when identifying whether their child may need special educational provision. These conversations will make sure that:

- Everyone develops an understanding of the pupil's areas of strength and difficulty;
- We take into account parents' concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear what the next steps are

Assessing and Reviewing

We will follow the graduated approach of assessment, planning, implementation and evaluation. If their difficulties have been overcome, then they will continue to be monitored but not put onto SEND support. However, if their progress still gives cause for concern then parents will be notified and the child will be placed on SEND support within school.

Assess: Your child's difficulties are assessed so that the right support can be given. This will include parents/carers views, talking to professionals who work with your child, and looking at records and other information. This will be reviewed regularly so that the support provided continues to meet the child's needs. Sometimes advice or a further assessment is needed from someone like an educational psychologist, a specialist teacher or a health professional.

Plan: Decide on the desired outcomes that the SEND support is intended to achieve, e.g. how your child will benefit from any support they get. Everyone who is involved will need to have a say in deciding what kind of support will be provided, and decide a date by which they will review this, so that they can check to see how well the support is working and whether the outcomes have been or are being achieved.

Implement: The planned support is then put into place. The class teacher is responsible for drawing up an Individual Provision Map (IPM) which details the intervention. The class teacher remains responsible for overseeing the progress of the IPM. The SENDCo and any support staff or specialist teaching staff involved in providing support will work closely to track progress and check that the support is being effective.

Review: The support will then be reviewed at the time agreed in the plan. An opportunity to discuss whether the support is having a positive impact, whether the outcomes have been, or are being achieved, and if or how any changes should be made. This is reflected in the IPM.

This approach incorporates teachers, parents, children and if needed outside agencies (e.g. Educational Psychologists, Learning and Behaviour support teachers, Speech and Language therapists). When a child is receiving support from outside agencies, in addition to Quality First Teaching the term 'SEND Support' is used.

Where, despite the school having taken the relevant and purposeful action described above to meet the needs of a pupil, that pupil has not made expected progress; the school will consider requesting an Education, Health and Care needs assessment from the Local Authority. All the necessary paperwork will be undertaken by the SENDCo and submitted to the County Council for a decision. This may lead to extra funding to help support the child within school. Alternatively, the assessment can also help evidence that the special educational provision required to meet the pupils' needs

cannot or can no longer be reasonably provided from within the resources normally available to the school.

Teaching and Learning Strategies

Teachers are responsible and accountable for the progress and development of the children in their class. This includes children who benefit from the support of an intervention teaching assistant, or assistance from outside agencies. Teachers will plan and teach lessons of a high quality, which accommodates every child's needs through appropriate differentiation e.g. questioning, activity or through outcome. They will provide suitable resources such as; visual aids, vocabulary/sound cards, writing frames and numeracy resources to allow the child to access the curriculum in order for them to achieve the best possible outcome. Teaching assistants will plan and deliver high quality interventions (if appropriate) with support from the class teacher, or outside agencies to enable children to achieve expected progress.

Children with Health Needs who cannot attend school

If a child has a short-term medical need which necessitates absence from school, the parents/carers should inform the school and the school will provide work if the child is well enough so that their education does not suffer.

If a child has a longer term medical need which necessitates a longer period of absence from the school, the school will communicate with outside agencies to ensure there is a continuity of education at the appropriate level for the child. School has a responsibility to provide work for children that are off sick and this will be met through discussion with the class teacher and headteacher.

If a child has a lengthy absence from school because of a medical need, a case conference involving home, school and medical professionals may be required to discuss the child's reintegration into school. Strategies for re-integration may include a reduced timetable, provision to stay indoors at breaktimes and pupil/staff buddies.

Where there are frequent absences for medical reasons, an Early Help referral may be made to call a meeting to share information and agree how the situation can best be managed and as to whether any additional support is needed from health agencies.

If a child is absent or likely to be absent for SATs tests, the primary responsibility for exam entry remains with the school. The school will negotiate with the LA and any other agencies involved ensuring that the child's interests are addressed in this regard.

If a child has a medical need which does not prevent their attendance in school but may affect day to day routines or emergency procedures, it is the responsibility of parents/carers to inform the school (e.g. epi-pen, inhalers) in as much detail as possible so that the school can make appropriate provision on a day to day or emergency basis. This should be done through the medical information forms sent home annually for updating and/or through consultation with a senior member of staff. All staff will have access to the pupils' medical details. A list of all medical needs are kept in each class and shared with supply staff.

No pupil will be excluded from a school or extra-curricular opportunities because of his/her medical needs unless a risk assessment deems it necessary; in this case, every effort will be made to adapt an opportunity for the child's needs. It is the duty of parents/carers to ensure that the correct medical information is supplied in the case of residential visits on the forms supplied.

Management and Organisation

Roles and responsibilities

The overall responsibility for the Special Educational Needs and Disability policy being implemented lies with the Principal and School Governors. The Governors employ the SENDCo to ensure the school upholds its duty of care to the children with Special Educational Needs and Disability in line with the Children and Families Act 2014 and the new code of practice 2014. The SENDCo must be a qualified teacher working at the school.

The SENDCo is responsible for:

- Ensuring teachers plan and teach quality first lessons for all children;
- Monitor provision across the school;
- Leading parent consultations in liaison with teachers;
- Updating systems and maintaining records and reports;
- Working with the Principal and SEND Governor to develop the strategic development of the SEND policy and provision in school;
- Advising on the deployment of the school's budget and other resources;
- Being the point of contact for external agencies;
- Advising on a graduated approach to providing SEND support.

The SEND Governor is responsible for:

- Helping to raise awareness of SEND issues at local governing board meetings;
- Monitoring the quality and effectiveness of SEND provision within the school and update the local governing board on this;
- Working with the Principal and SENDCo to determine the strategic development of the SEND policy and provision in the school.

The Principal is responsible for:

- Working with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision in the school;
- Having overall responsibility for the provision and progress of learners with SEND and/or a disability

The Class teacher is responsible for:

- Quality First Teaching to ensure the progress and development of every pupil in their class;

- Planning provision for children with SEND, ensuring high expectations and the best possible outcomes for all using provision maps (IPM), referring to the waves of provision (see appendix 1);
- Deploying teaching assistants to meet the needs of the children, including delivering interventions and ensuring accurate recording of outcomes;
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.

Equal Opportunities

The SEND Policy reflects the school's policy on equal opportunities in line with the Equality Act 2010. All pupils have an entitlement, irrespective of gender, ethnicity, class, language or disability. All children are offered the same opportunities and are supported whenever necessary.

Assessment, Recording and Reporting

Children with SEND will be assessed in line with current assessment procedures, including teacher assessment. Reporting to parents will be through regular parent consultation meetings held at least three times a year, as part of the Assess, Plan, Do, Review approach.

Review, Evaluation and Monitoring

SEND and Inclusion is a standing item at weekly SLT meetings. The monitoring of provision for children with SEND consists of: observations, learning walks, monitoring using the 'RAG' (red, amber, green) method, planning and intervention evaluation through class and whole school provision maps, data and pupil progress meetings.

Parental Involvement

At St Wulstan's we recognise the importance of discussing the needs of the child with their parents/carers as they know their child best. Parent consultation meetings are held with the SENDCo, class teacher and at times the child. During the meeting the graduated approach of the Assessment, Planning, Implementation, Evaluation process is discussed and enables parents to share their views, expectations and aspirations for their child.

Extra Curricular Activities

Children with SEND are encouraged to take part in clubs which are offered to all children. If required the school will make the necessary changes to enable children to attend.

Date agreed:

Signed: