St John's Catholic Primary School

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Head of School: Mrs Frances Nicholson

Special Educational Needs and Disability (SEND) Policy

Statement of Intent

St John's Catholic Primary School believes all pupils, including those with special educational needs and/or disabilities (SEND) have an equal right to a full and rounded education, including access to a broad and balanced curriculum, which will enable them to achieve their full potential.

This policy outlines the framework for the school to meet its duty to provide a high-quality education to all of its pupils, including pupils with SEND through, where possible, making reasonable adjustments in line with the SEND Code of Practice (CoP, 2015).

The school aims to:
➢ Promote equal opportunities
➢ Eliminate discrimination
➢ Provide high quality teaching for all its pupils
➢ Provide curriculum enrichment and experiences for all pupils, including those with SEND
➢ Support pupils with key transition phases, including preparation towards adulthood
➢ Work collaboratively with parent/carers and pupils in decision making

Legal Framework:

This policy has been written with regard to the statutory requirements laid out in the SEND CoP (2015) alongside the following documents:
• Equality Act (2010)
• Statutory Guidance on Supporting Pupils with Medical Conditions (2014)
• Children and Families Act (2014). This policy operates in conjunction with the following school policies:
• Schools SEN Information Report Medication and Pupils with Medical Conditions Policy
• Child Protection Policy
• Admissions Policy

Definitions:

The SEND CoP (2015) defines a pupil having SEND 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 him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Under the Equality Act (2010), a disability is a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on a person's ability to do normal daily activities.

In accordance with the SEND CoP (2015) and alongside the support of the Local Authority (LA) the school aim to provide support across the following four areas;

❖ Communication and interaction

❖ Cognition and learning

❖ Social, emotional and mental health difficulties

❖ Sensory and physical needs

The SEND CoP (2015) also states it is important not to assume that the following mean a pupil has SEN;

- Persistent disruptive or withdrawn behaviours
- Slow progress and low attainment
- English as an additional language (EAL)

These factors may co-occur with an identified SEND need or be a cause for short-term need and support but is not classified as the pupil having SEND.

Objectives:

St John's is an inclusive school and ensure all pupils are included in all aspects of school life, including an appropriate education to meet needs, promote high standards and the fulfilment of potential in order for all pupils to achieve their best, become confident individuals and transition into adulthood.

To achieve this St John's will strive to;

➢ Identify and provide support for the SEN of the pupils at our school

➢ Work within the guidance provided in the SEND CoP (2015)

➢ Ensure pupils with SEN engage in activities alongside pupils without SEN

➢ Designate a teacher responsible for co-ordinating SEN provision (SENCo)

➢ Work collaboratively with parents/carers and pupils to ensure all have a voice in the decision-making process of level of support

➢ Continuously develop staff career professional development (CPD) to ensure all pupils, including those with SEND receive high quality teaching

➢ Seek advice and work alongside external professionals when more specialist support is required

➢ Regularly monitor the progress of all pupils to identify any needs

Roles and responsibilities:

The governing body will be responsible for;

• Ensuring policies regarding pupils with SEND are reviewed regularly and communicating with parents/ carers any changes that will affect them

• Ensuring effective provision is in place for all pupils with SEND

• Designating a teacher to be responsible for co-ordinating SEN provision (SENCo)

• Ensuring reasonable adjustments are made for pupils with disabilities to help alleviate any disadvantage they experience because of their disability

• Publish annual special educational needs information report on the school's website outlining how the school support pupils with SEND

• Ensure other school policies include SEND as part of their aims and objectives e.g. admissions policy

• Alongside the executive head and head of school publish an accessibility plan to show how the school works towards improving access over time

The Executive Headteacher (Patricia O'Donnell) will be responsible for;

• Co-operating with the LA during annual Education Health Care Plan (EHCP) reviews

• Provide the SENCo with sufficient time and support to enable them to fulfil their duties

• Ensure that all pupils, including those with SEND have access to high quality teaching

• Regularly monitor and assess the progress and needs of pupils with SEND alongside class teachers and the SENCo to ensure reasonable adjustments are being made

• Ensure regular opportunities are provided for staff to develop their CPD in order for them to develop effective strategies to support pupils with SEND

• Alongside the governors, publish an accessibility plan to show how the school works towards improving access over time

• Alongside governors, members of the senior leadership team (SLT) and SENCo write the SEND policy alongside other policies outlined above

• Identify any patterns of SEND within the school and compare to national data, ensuring provision is met in school to support these areas of need

• Present termly reports to the governing body on the impact of SEND policies and procedures

The SENCo (Alice Szulc) will be responsible for;

• Collaborating with the governing body and headteacher to determine the development of the SEND policy and provision in the school

• Work with the governing body and headteacher to ensure the school meet its responsibilities under the Equality Act (2010) regarding reasonable adjustments

• Ensure the school implement a graduated approach to providing SEND support

• Co-ordinate specific provision to support pupils with SEND, including those with EHCPs

• Be a key point of contact for external professionals who support pupils with SEND

• Advise the deployment of the school's SEND budget and resources to meet pupil's needs effectively

• Ensure staff receive relevant training to set suitable targets as part of the graduated approach

• Ensure EHCPs are annually reviewed

• Ensure that parent/ carers are aware and have agreed that their child has been identified as having SEND

• Ensure parent/ carers, as well as pupils with SEND, have their voices heard as part of the graduated approach

• Ensure staff have relevant training to provide high quality teaching to pupils with SEND

• Support teachers in identifying any concerns they may have and discuss strategies and next steps to support the pupil with SEND

• Alongside the headteacher, identify any patterns of SEND within the school and compare to national data, ensuring provision is met in school to support these areas of need

• Provide reports to the governing body on the impact of SEND policies and procedures

• Implement new measures and procedures across the school, especially those advised by the LA including recording of information and forms of assessment

• Sharing relevant advice from external professionals and those laid out in EHCPs with class teachers and members of SLT

The class teacher will be responsible for;

• Identifying possible SEND within their class and sharing this with the SENCo and SLT

• Planning and implementing high quality teaching and provision for pupils with SEND

• Reading any documents shared with them regarding the pupils' needs and implementing reasonable adjustments to support these needs

• Setting suitable targets using the graduated approach alongside the SENCo, parents and pupils with SEND

• Providing opportunities for pupils with SEND to work alongside pupils without SEND

• Provide access to the full national curriculum

• Attend relevant training to support the needs of pupils within their class and then adapt their teaching based on new knowledge as part of ongoing CPD

• Assess pupils with SEND alongside pupils without SEND Admissions: Please refer to the school's admission policy for full details (available on the school website).

St John's welcomes all children, including pupils with SEND and ensures they do not face discrimination through the criteria set out in the admissions policy.

Complaints:

Please refer to the school's complaints policy for full details. You may also seek advice from the LA via the local offer website. Both the policy and link to the local offer can be found on the school website.

Identification, Assessment and Provision for Pupils with SEND:

Please refer to the school's SEN information report, available on the school website, this contains detailed explanations for questions you may have regarding identification, assessment and provision for pupils with SEND. Some children arrive at St John's with identified SEND, if this is known before the pupils start date then the school's SENCo will liaise with the previous setting and parents/ carers to ensure there is a smooth transition and continuity of provision. Pupils can require extra help at different stages of their time at St John's and therefore SEN support can be identified at any time. At St John's we see each pupil as an individual and therefore support may be approached in different ways to meet the individual's needs. All pupils receive high quality teaching, which may include differentiated tasks. The SLT support all class teachers to ensure first quality teaching is delivered on a daily basis and accessible by all. This is monitored through teacher observations, assessments, book looks, pupil voice and observing the classroom environment. Teachers regularly receive training regarding new skills and approaches. Through class observations, assessments, pupil progress meetings, discussion with pupils and/or parents/carers it is identified that some pupils require some additional support to help them continue to make progress. This approach is usually for small groups of children and delivered through interventions.

For example; pre-teach sessions, specific literacy or maths skills interventions, 1:1 reading, safe space counselling sessions, social groups/circles, lego therapy and nurture groups. This level of support is monitored on class provision maps. If the above provision does not improve outcomes and progress, individual, highly personalised interventions to support pupils to achieve their full potential will be considered. This is usually the point where a pupil is considered to have SEN, and often the support of outside agencies is required to give targeted advice. This level of support is monitored on class provision maps as well as individual learning plans. Parents/ carers are informed of any interventions their child participates in, as well as takes part in discussions regarding whether it is felt their child may have SEN.

As stated in the SEND CoP slow progress and low attainment do not necessarily mean that a child has SEN.

For learners who have been identified as having SEN, we will provide support that is 'additional to' the differentiated approaches and learning strategies used as part of our first quality teaching. When planning this support, we follow the 4 stage process; Assess, Plan, Do, Review.

Assess – information is gathered from class teachers, parents/carers, the pupil and outside agencies to consider how the learner is regarding; communication & language, social, emotional and mental health, sensory/physical needs and cognition and learning.

Plan – based on the assessment information gathered a learning plan or pupil profile is then put in place to support the pupil concerning the specific areas identified. The targets/ actions are agreed between class teacher and parent/carer, as well as the learner and reviewed three times a year.

Do – using the plan, support is provided for the pupil. At St John's we strive to make pupils as independent as possible, therefore support does not always mean an adult sat with the pupil but can include learning aids for example; wobble cushions, specialist pens, reading strips and sensory breaks. We feel it is important to work as a partnership with parents/carers and targets/actions on the plan will also include ways the pupil can continue to focus on specific skills and goals at home. Within school, the class teacher remains responsible for planning and implementing provision for all pupils in their class. They should provide high quality teaching to all pupils in their class and work closely with teaching assistants to plan and assess the impact of interventions and support given. All teachers are responsible and accountable for the progress and development of all the pupils in their class.

Review – three times a year the class teacher will review the targets set out in the plan with the parent/carer and measure their impact. This will then inform the next cycle of the assess, plan, do, review process as the understanding of the needs of the pupil grows.

Education, Health Care Plans (EHCP):

The LA decides whether a pupil requires an EHCP. Information regarding the process can be found on the Local Offer (link via the school website). Parents/carers can make their own application for an EHCP or they may make a joint application with the school. Schools are not able to make an application without the permission of parent/carers. For pupils who have an EHC plan members of SLT, SENCo, class teachers, parents/carers and any external agencies involved will meet annually to discuss the needs for the pupils and agree the outcomes to work towards these. If the pupils needs significantly change before the next annual review, an early review can be called.

Supporting Pupils with Medical Conditions:

Sometimes pupils who are identified as having SEND may be due to a medical need, or have medical needs alongside other identified SEN. Please refer to the school's Medication and Pupils with Medical Conditions Policy (available on the school website) for further details. If a pupil has an EHCP due to medical conditions please refer to the section regarding EHCPs, as well as the School Information Report (available on the school website) and the LA Local Offer (link on school website).

This policy links to the following:

- SEN Information Report
- The Local Offer
- Accessibility Plan
- Behaviour Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- Safeguarding / Child Protection Policy
- Complaints Policy