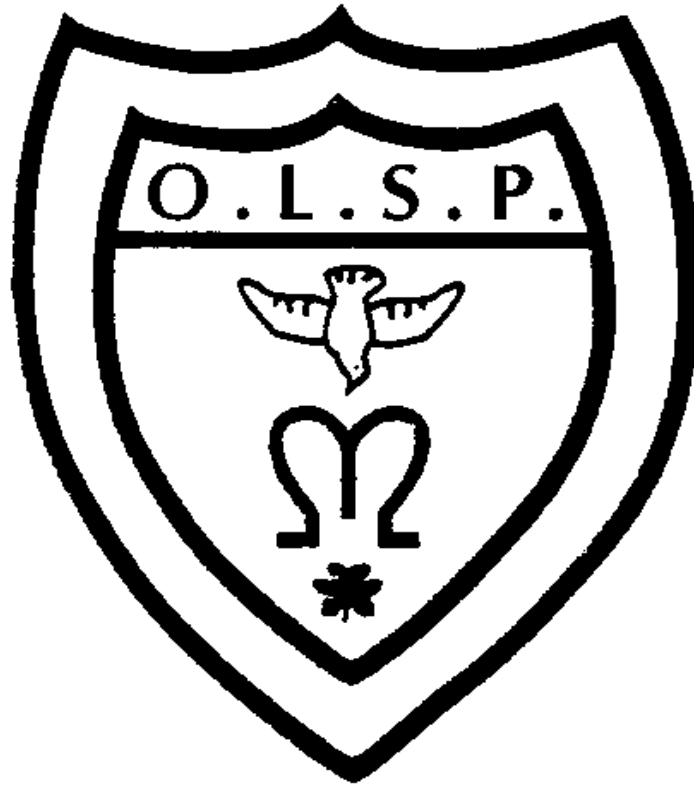


Our Lady and St Patrick's Roman Catholic Nursery and Primary School



Special Educational Needs and Disability (SEND) Policy

SENDCo: Mrs Rachel O'Sullivan

Last Reviewed: Spring Term 2019

Next Review: Spring Term 2020

Special Educational Needs and Disability (SEND) Policy

Mission

The Catholic Faith and the principles of the Gospel are central to the daily life of Our Lady and St Patrick's Roman Catholic School. We are committed to:

'Living, Loving and Learning Together in God's Way'

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (July 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

Rationale

At Our Lady and St Patrick's Roman Catholic School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our children, whatever their needs or abilities. We believe all children are entitled to a broad, balanced and relevant curriculum, which is differentiated through high quality teaching. Our whole school approach is to set high expectations for all children and we enable each child to develop their self-reliance and self-esteem by fostering a warm and caring atmosphere.

Within our school some children will need something *additional to and/or different from* what is provided for the majority of the children; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

Aim

To provide high quality, well differentiated provision, to ensure all of our children are able to access the same opportunities for learning and social development. In doing so, we aim to achieve the maximum progress for every child, fulfilling their potential and promoting their well-being.

Objectives

The SEND Policy of Our Lady and St Patrick's Roman Catholic school reflects the principles of the 0-25 SEND Code of Practice (2014).

The aims of this Special Educational Needs and Disability policy are to:

- Ensure the Equality Act 2010 duties for children with disabilities are met,
- Enable children with special educational needs to have their needs met,
- Take into account the views of the children with special educational needs,
- Encourage good communication with parents/carers of children with special educational needs,
- Facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum, for children with special educational needs,
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods,
- Employ a collaborative approach with learners with a SEND or disability, their families, staff within school, other external agencies including those from Health and Social Care,
- Implement a graduated approach to meeting the needs of children using the Assess, Plan, Do, Review process,
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,

- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs,
- In conjunction with the Medical Policy make arrangements to support children with medical conditions and to have regard to statutory guidance supporting children at school with medical conditions,
- Have regard to guidance detailed by Devon County Council and CAST.

Identifying and supporting Special Educational Needs & Disabilities

Definition of SEND

The Code of Practice (2014) identifies children as having special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. That is provision which is **additional to** or **different from** that normally available in a differentiated curriculum.

A child has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age, or;
- b) Has 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
- c) A child under compulsory age has special educational needs if they fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Areas of Special Educational need

Under the SEND Code of Practice 2014 children identified as having a special educational need (SEND) will be considered within one or more of the following categories of need.

- **Cognition and Learning**
- **Social, Emotional and Mental Health Difficulties**
- **Communication and Interaction needs**
- **Sensory and/or Physical needs**

(Further details of each area of need can be found in Appendix 1)

The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. At Our Lady and St Patrick's Roman Catholic school we identify the needs of our children by considering the needs of the whole child.

Early Concerns

The attainment and progress of all children is regularly monitored and reviewed by the class teacher. Initially, concerns registered by teachers, teaching assistants, parents/carers or other agencies are addressed by providing high quality teaching and learning opportunities differentiated for individual children. For some children a short term intervention, targeted at their area of need, may also be put in place. Teachers share any concerns or plans for interventions with parents. Written records of any conversations are kept so they can be then used in later discussions if concerns persist.

How we identify and support children with SEND

Where a child continues to make less than expected progress, despite high quality teaching targeted at their area of need, or if concerns persist, the class teacher will meet with the school's Special Educational Needs Coordinator (SENDCo) to discuss if a child has a significant learning difficulty and if they need to be on the school's SEND register.

Graduated Response

Assess

- In identifying a child as needing SEND support the class teacher, with support from the SENDCo, will use their assessments and experience of the child, the child's previous progress and attainment records, as well as any other relevant observations or information gathered from other areas of the school or parent/carers to clearly identify the child's areas of need.

Plan

- A support plan for the child will be drawn up in collaboration with the parents/carers. The plan will clearly identify the areas of need, the desired outcomes and the support and resources to be provided. If age appropriate, the child's views will also be considered and if relevant, advice from external support services.
- Using the support plan, interventions will be planned for. The intervention plan will identify clear outcomes, the intended length of the intervention and a specific programme of support to be put in place.

Do

- The class teacher is responsible for the implementation of the plan and will work closely with teaching assistants to plan and assess the impact of support and interventions.

Review

- At the end of each intervention the impact will be evaluated to see whether the outcomes have been met.
- The termly support plan review will evaluate the impact and quality of the support and interventions and include the views of the child and their parents/carers.
- This review will feedback into the analysis of the child's needs, then the class teacher, with advice as necessary from the SENDCo, will revise the support in light of the child's progress and development, with decisions on any changes made in consultation with the parent and the child.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

Exit Criteria

When a child has made sufficient progress in their area of need that they no longer require any provision that is *different from* or *additional to* that which is normally available as part of high quality and differentiated teaching, they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the child will be removed from the schools SEND register.

Statutory Assessment of Needs (EHC)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the child, the child has continually not made expected progress, the school or parents/carers may consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular assessments, meetings and reviews will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all children including those with SEND follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that children with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate child progress and to meet child needs.

Child progress is tracked half-termly and where children are not making sufficient progress additional information is sought and appropriate action taken.

The SENCO and SLT will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND. Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies. These might include:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium • Looked After Children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues

Supporting Children and Families

At Our Lady and St Patrick's Roman Catholic school we value the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

If parents/carers wish further help and advice the SENDCo may advise them to contact The Devon Information Advice and Support Service www.devonias.org.uk. This website link is available on our school website. A link to the Devon County Council Local Offer website www.devon.gov.uk/SEND is also on the school website. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families.

Child Voice

We recognise and promote the importance of a child being involved in their education, whether or not they have SEND, to achieve the best child outcomes. We encourage children to be actively involved in target setting and to have an opportunity to share their views. This takes places in a number of different ways that is appropriate to age and ability.

Training and Resources

Allocation of resources

- Resources are allocated to support children with identified needs.
- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the child are purchased as required.

Continuing Professional Development (CPD) for Special Educational Needs

- The SENDCo provides CPD to other staff in school on specific aspects of meeting the needs of children with SEND.
- All staff have regular CPD meetings. The progress of all children including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual child needs as necessary.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.

Funding

Funding for SEND in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their children with SEND from their SEND budget. Where a child requires an exceptionally high level of support that incurs a greater expense, the school can make a request for Additional Resource.

Funding changes that came into place in the 2017-2018 academic year

Key dates and changes affecting Schools and Colleges:

Funding allocated against non-statutory plans	
Sept 2017 onwards	There will be no new non-statutory SEN funding allocations. No new applications should be sent into SEN 0-25 team.
Sep 2017 to Dec 2017	For reviews of non-statutory plans, during this term only, funding will be automatically maintained at 80% until ceasing on 1 st January 2018 or until completion of a statutory assessment if a request is received <i>before</i> 1 st January 2018.
Jan 2018 to Aug 2018	All non-statutory allocations will cease at review date unless a request for a statutory assessment has been made. If request is made and assessment proceeds, funding will be maintained at 80% until decision to issue a plan has been made. If the decision is to not proceed with the assessment, funding ceases at the time of the no decision.
Funding allocated against statutory EHCPs	
Jan 2018	Any new statutory plans issued will be funded according to a banded model of funding allocations
Jan 2018 to Dec 2018	At reviews of every EHCP the banding descriptor model will be applied and funding adjusted accordingly

Personal Budgets

Personal Budgets are only available to children with an Education, Health and social Care Plan (EHCP) or children who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions. Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENDCo.

Roles and Responsibilities

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENDCo, all members of staff have important responsibilities.

Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- ensure that children and young people with SEND engage in the activities of the school alongside children who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision (SENDCo)
- inform parents/carers when they are making special educational provision for a child
- prepare an SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

Headteacher:

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENDCo and the Governor with responsibility for SEND.

SENDCo:

In collaboration with the Headteacher and governing body, the SENDCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of children with SEND. The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high quality teaching for children with special educational needs.

All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for children with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual children.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to children's diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the child's needs, drawing on the teacher's assessment and experience of the child as well as previous progress and attainment.

- Teaching assistants will liaise with the class teacher and SENDCo on planning, on child response and on progress in order to contribute effectively to the graduated response (assess, plan, do, review).

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support children with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such children.

Where children and young people also have SEND, their provision should be planned and delivered in a co-ordinated way and will be detailed on an individual support plan. For those children with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision. Those children who have an EHCP will also have their own support plan which will contain SMART targets for progression which will be reviewed regularly.

The school recognises that children 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. Please see the schools Medical and Equality Policy for further details.

SEND Information Report

The school will ensure that the SEND information is assessable on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for children with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Complaints

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made to discuss and resolve issues with the SENCO, a member of SLT or the Head teacher.

Our Lady and St Patrick's Catholic Primary School publishes its Complaints Policy on the school website

Storing and Managing Information

All data including data stored electronically is subject to General Data Protection Regulations, which are included in the Data Protection Act 2018. All paper records will be held in line with the school's policy/protocol on security of information.

Appendix 1 - Areas of Special Educational Needs

Cognition and Learning;

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or Sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

Communication and Interaction needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism Spectrum Disorder (including Asperger Syndrome)

Sensory and/or Physical needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-Sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-Sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).