



SEND Policy



Our Lady's Catholic Primary School

COMMITTEE: Local Academy Committee

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Our Lady's Catholic Primary School aims to be as inclusive as possible, with the needs of children with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible. Being an inclusive school enables us to fulfil our Mission Statement, as Jesus said, "*Love one another as I have loved you*", and as part of a Catholic Trust that **equal opportunities for all** is central to living the mission of the church.

1.1 Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Set out the vision, values and broader aims of Our Lady's Catholic Primary School's arrangements for pupils with SEND.
- Set out how we evaluate provision and plan for improvements in our service.

At Our Lady's Catholic Primary School we believe that all children, whatever their ability, should have the best possible access to a broad and balanced education. Many children during their school life will encounter some difficulty in learning and we hope to address those needs through effective teaching, planning, close monitoring and assessment. Every teacher is a teacher of every child, or young person, including those with SEND.

1.2 Legislation and Statutory Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

1.3 Definitions

We would define a child with special educational need as one who has significantly greater need for help than their peers in a particular aspect of the curriculum, or in their general learning. We believe parents have an important role and they should be involved as much as is possible in their child's education and inclusion.

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

“A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others 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-16s institutions.”*

At Our Lady’s Catholic Primary School we also include children who are struggling with their social and emotional health. SEMH (Social, Emotional & Mental Health) is a term that was introduced in the Special Educational Need and Disabilities (SEND) Code of Practice in 2014. It replaced the terms BESD (Behaviour Emotional Social Development) and EBD (Emotional & Behaviour Difficulties).

An SEMH need is defined as 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. Children who fall into this category will also be classified as SEND and are subject to this policy. At Our Lady’s we recognise that this is an area where children are increasingly presenting with difficulties that impact on so many areas of their lives. We have Well Being Champions in each class and we think about these needs of the children in all aspects of school life from assemblies, curriculum, clubs and playtimes.

2.1 Roles and responsibilities

The provision for SEND children is a responsibility of all staff. The progress and achievement of SEND children is a particular focus in progress reviews, lesson observations, the schools strategic paperwork and staff training. Some staff have particular responsibilities for the implementation of school provision.

The SENCO/Inclusion Lead: Mrs Gayle Steventon

The SENCO is responsible for;

- Provide professional **guidance** to colleagues and working closely with staff, parents and other agencies.
- Overseeing day to day operation of the school’s SEN policy
- Co-ordinate provision for children with SEN
- Advising on the deployment of the school’s delegated budget and other resources to meet children’s needs effectively
- Liaising with parents of children with SEN
- Liaising with external agencies such as EYFS providers, other schools, Educational Psychologists, Health and Social Care professionals, The Local Authority
- Manage the transition process from EYFS to Key Stage 1, Key Stage 1 to Key Stage 2 and Key Stage 2 to Secondary schools
- Ensures that the school keeps a records of children with SEN up to date – we use Edukey to record meetings, store records and referrals, adaptation to learning plans and track provision.
- Working with the Head Teacher and school governors with regards to reasonable adjustments and access arrangements

- Working closely with the Family Support Officer, Miss Aimee Bedford, for families with an Early Health Assessment (EHA)

Head Teacher (Miss Elise Gribble)

The Head Teacher is responsible for...

- Organising staff training
- The day-to-day management of all aspects of the school; this includes the support for children with SEN.
- The Head Teacher will give responsibility to the SENCO and class teachers, but is still responsible for ensuring that children's needs are met.
- The Head Teacher must make sure that the Governing Body is kept up to date about issues relating to SEN.
- Regularly review staffing structure, ensuring that appropriate provision and adult support is in place.

The SEN Governor: Mr Joe Burns

The SEN Governor is responsible for:

- Making sure that the necessary support is given for any child with SEN who attends the school.
- To support and challenge the Head Teacher and SENCO with regards to SEN within the school.
- Meet with the SENCO on a regular basis to discuss the SEN report to governors

The class teacher

- Checking on the progress of the child and identifying, planning and delivering any additional help the child may need (this could be targeted work or additional support) and letting the SENCO know as necessary.
- Writing a Learning Plan (specific targets) or Adaption to Learning Plan (how the provision is tailored to match the needs of the child) and sharing and reviewing these with parents at least once each term and planning for the next term. These are recorded and monitored on Edukey.
- Planning personalised teaching and learning for the child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the children they teach with any SEN.

SEN Information Report

3.1 The kinds of SEN that are provided for

The four broad 'areas of need' are

- Communication and Interaction – this includes autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and Learning, for example dyslexia, dyspraxia, global developmental delay.

- Social, Emotional and Mental Health Difficulties for example ADHD, anxiety.
- Sensory and Physical Needs, for example hearing impairment, visual impairment, Cerebral Palsy.

At our school, we celebrate the fact that every child is different and therefore the educational needs of every child is different. We aim to provide an individualized learning journey for each child.

3.2 Identifying children with SEN and assessing their needs

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all children 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
- Is affected by their thoughts, feelings and emotions

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

Slow progress and low attainment will not automatically mean a child is recorded as having SEN.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Gayle Steventon (SENCO) to discuss your further.

3.3 Consulting and involving children and parents

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

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

The class teacher and, under the guidance of the SENCO, will provide the child, parents and class team a copy of any Learning Plan (specific targets for the child) or Adaption to Learning Plan (a success plan to enable the child to get the best learning experience possible, for example sitting closer to the board, sensory breaks). Notes from the meeting will be kept on the child's file on Edukey.

Should we feel the need to refer to outside agencies parents and the child will be asked for permission first.

4.1 Assessing and reviewing children's progress towards outcomes

At Our Lady's Catholic Primary School we will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out an analysis of the child's needs which will include:

- The teacher's **assessment** and experience of the child
- Previous assessments where relevant
- Views and experience of the parents
- Child's voice/views
- Specific assessments related to their needs (for example Speech and Sound Development, Sensory assessments, Boxhall profile, dyslexia or dyscalculia screening)
- Any reports from external agencies

A **plan** will be drawn up with strategies to enable the child to move forward.

At the **do** stage all teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly **review** the effectiveness of the support and interventions and their impact on the child's progress.

5.1 Supporting children moving between phases and preparing for adulthood

When we welcome new children into our EYFS a home visit is normally planned to meet the child and their parents. When a child is ready to move on from our school we will share information with the school or other setting the child is moving to.

Examples of our approach to transition are:

- Transition visits from Pre-School to EYFS
- Home visits for new children in the EYFS and for others as required
- Meeting with pre-school/nursery/school, parents and SENCO
- Transition sessions with new teachers moving from EYFS to Key Stage 1 or Key Stage 1 to Key Stage 2
- Additional time in the Key Stage 2 classrooms for children at the end of Year 2.
- Workshops in school to support children moving on at the end Key Stage 2
- Discussion with the new school, class teacher and SENCO for all children
- Additional meeting with new school, parents, class teacher and SENCO as required
- Additional transition visits supported by school for the child
- Photo books prepared for child to access over the summer holiday to remind them of the changes to the classroom or teaching team available for any child moving within our school or to a new school.

6.1 Our approach to teaching children with SEN

Teachers are responsible and accountable for the progress and development of all the children in their class.

High-quality teaching is our first step in responding to children who have SEN. This will be differentiated for individual children.

We will also provide the following interventions:

School Provision:

- Wide range of English and Maths small group interventions delivered by Learning Support Assistants or a designated teacher.
- ICT support in the form of reading, phonic and maths programmes.
- PECS used/visual timetables
- Power of Reading
- Little Wandle Phonics
- Speech and Language support using programmes such as Time to Talk, Colourful Semantics
- Learning Support Assistants trained on how to support children with autism.
- Drawing and Talking
- Bereavement support
- Anger management
- Protective Behaviours
- N-Fast support - a project jointly delivered by the NHS Mental Health support team and school working with families and their children held in school time. The aim is to prevent and reduce exclusions and support with mental health problems, challenging behaviour, poor attendance and under achievement.

6.2 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all children's needs are met:

- Differentiating our curriculum to ensure all children are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, ipads, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Adaptions to Learning are described for the child in their Adaptions to Learning Plan or ALP which will be reviewed by the class teacher and monitored by the SENCO on a termly basis.

Our school is formed of two separate buildings both of which can be easily accessed using the playground and a path.

- Both buildings at Our Lady's Catholic Primary School have ramps or chair lifts for access to most levels. Both buildings have external access via a ramp
- There are disabled toilets and changing facilities in both buildings

6.3 Additional support for learning

We have SEN support assistants who will work directly with specific children throughout the day. Other Learning Support Assistants will also work with small groups of children.

We work with the following agencies to provide support for children with SEN

Local Authority provision available:

- Specialist Support Services
- Educational Psychology Service
- IASS
- EIPT

Health Provision available:

- School nurse
- Children's Community Nursing Team
- Speech and Language Therapy (SALT)
- Occupational Therapy
- Physiotherapy
- CAMHs
- Community Paediatrician
- Teachers of the Deaf
- Mental Health Support practitioners

External agencies available

- Happy Child Agency
- Service Six
- Sarah Agnes Foundation
- Dyslexia assessment
- Rowan Gate Outreach Services

6.4 Expertise and training of staff

At Our Lady's Catholic Primary School we want to ensure that all staff are trained to support children with many different needs. Training days have covered Emotion Coaching, positive handling, Autism awareness and the SENCO has produced a range of guides to special needs for the staff.

In the last academic year staff have been able to access Autism training, behavior management, phonics, speech and language, reading interventions amongst others. Staff have also been trained in some procedures to support children with specific health needs.

A Well Being Coordinator ensures that all staff are aware of the mental health needs of their children and keeps this high on everyone's agenda by prompting mental health awareness days, use of Worry Monsters in class, a Well Being Team led by children, regularly updated displays and provision of resources.

Mrs Gayle Steventon has recently taken over as SENCO/Inclusion Lead and has been supported by both OLICAT SEN support and the previous SENCO of over 15 years, Mrs Heather O'Neill, who is currently working part time. Mrs Steventon is currently studying to gain her National Award for SEN Co-ordination at University of Northampton. All SENCO's from the Trust attend regular network meetings to update and revise developments in SEN and inclusion. Further support is given by Northamptonshire North County Council who also arrange regular network meetings.

All staff have access to professional development opportunities and are encouraged to apply for any training that will enable them to support children in their class.

6.5 Securing equipment and facilities

Specific equipment can be obtained on loan from different agencies –

- sound systems for children with hearing impairments,
- hoists, standing frames, wheelchairs etc for children with mobility difficulties
- specialist musical instruments for children with hypertonia

As a school we will also purchase smaller equipment such as wobble cushions, sensory resources, coloured overlays etc as required. A chair lift ensures that children have greater access to facilities in Key Stage 2.

7.1 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for children with SEN by:

- Reviewing child's individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires including GL PASS assessment
- Monitoring by the SENCO
- Using provision maps to measure progress
- Regular book scrutiny and lesson observations will be carried out by the SENCO and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.
- Holding annual reviews for children with EHC plans
- Open door policy for easy access to SENCO

7.2 Enabling children with SEN to engage in activities available to those in the school who do not have SEN

We firmly believe that all children should have access to all areas of the curriculum whatever their needs.

- All of our extra-curricular activities and school visits are available to all our children, including our before- and after-school clubs.
- All children are encouraged to take part in school trips; additional or individual risk assessments will be completed if required.
- All children are encouraged to take part in Mass, school productions, sports events both in and outside school, special events.

No child is ever excluded from taking part in these activities because of their SEN or disability.

When we are aware of a child with special needs is due to start at our school we will

- Do our best to contact other professionals prior to start date to ensure staff are trained/prepared to the meet the needs of the individual

- Adapt the school day for the child to best meet their needs for example starting earlier to enable easier parking/access for the parent
- Ensuring that classrooms are accessible across the school by providing ramps and chair lifts

7.3 Support for improving emotional and social development

Our Mission Statement is central to all we do at Our Lady's Catholic Primary and we know that children learn best when they feel safe and valued. For a child with additional needs this is even more important and we provide support for children to improve their emotional and social development in the following ways:

- Children with SEN are encouraged to be part of the school parliament, Wellbeing, sports and worship teams
- Parent consultations are child led with the child able to show their parents the work they have done in order for the class teacher to be able to celebrate the work with them
- Adults supporting children with SEN are encouraged to listen carefully to the Voice of the Child and discuss any concerns with the SENCO or Family Support Officer.
- PASS assessment will be closely monitored for any difficulties the child may be experiencing.
- Our safeguarding and PSHE curriculums stress the importance of valuing everyone regardless of their needs.

We have a zero tolerance approach to bullying. The school benefits from a Behaviour Policy with clear rewards and sanctions and in each class the exact same rules are applied. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and children and is accessible to parents. As part of the curriculum, the school plans activities during Anti Bullying week and each year sets out to parents its core principles regarding inappropriate behaviours and bullying.

7.4 Working with other agencies

Where a child would benefit from support from another agency the SENCO will discuss the needs with the parents before making a referral. Meetings with other professionals will discuss the strengths and weaknesses of the child and what outcomes the parents would like to see from this involvement. The voice of the child will always be an integral part of this process. Records of referrals will be made so that this can be monitored and any recommendations passed to the class team.

7.5 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of children with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

7.6 Contact details of support services for parents of children with SEN

Northamptonshire's Information, Advice and Support Service is a statutory service which is run at "arm's length" from the Local Authority and provides free, confidential, impartial advice, guidance and support to parents of children with special needs and children with SEND. Further information on IASS can be found here:

<https://www.iassnorthants.co.uk/Pages/home.aspx>

7.7 Contact details for raising concerns

If you have any concerns regarding the safeguarding of any children please contact the Designated Safeguarding Team

Miss Gribble – DSL

Miss Bedford – DDSL

Mrs Steventon – DDSL

Mrs Connor – DDSL

Mrs Thorp – DDSL

Please see the school website for contact details.

7.8 The local authority local offer

Northamptonshire's Local Offer is published here:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>

This will provide links to websites for support services for children and young adults with SEND

Our contribution to the local offer is £6000.

8. Monitoring arrangements

This policy and information report will be reviewed by Mrs Gayle Steveton/SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

9. Links with other policies and documents

This policy links to our policies on

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy

- Intimate Care Policy
- SEN Information Report
- Supporting children with medical conditions