



St Gregory's Catholic Primary School

Special Educational Needs and Disability (SEND) Policy



This policy is underpinned by the school's mission statement: 'Loving and Learning'

ETHOS

At St Gregory's we believe that every child deserves to be safe and loved, have a healthy and happy childhood, be free from harm, and have the chance to make the most of their talents and fulfil their potential.

St Gregory's has an inclusive approach to teaching children with Special Educational Needs and disabilities which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, physical ability or educational needs.

AIMS

We are committed to using our best endeavours to provide an appropriate and high quality education for all children at our school which enables them to:

- achieve their best;
- become confident individuals, living fulfilling lives;
- make successful transition to their next phase of education.

We consider every teacher to be a teacher of every child, including those with special educational needs and disabilities (SEND). We have the highest aspirations and expectations for all pupils, including those with special educational needs/disabilities.

We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for children with SEND.

We aim to provide all children, including those with SEND, with a broad, balanced academic and social curriculum, which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community.

OBJECTIVES

To achieve these aims we will:

- strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy, flourish and feel safe;
- respond to learners in ways which take account of their varied needs and life experiences, rejecting an approach that locates a problem within the child, but means doing everything we can to meet a child's SEND and overcome any barriers to learning;

- identify a pupil's SEND at the earliest point and then make effective provision, as this is known to improve long term outcomes;
- work in close partnership with parents to achieve these aims through termly review meetings. We are committed to parents participating as fully as possible in decisions and being provided with information and support necessary to enable this;
- support pupils themselves to participate in discussions, and express their views and be fully involved in decisions which affect them, encouraging them to become increasingly effective self-advocates;
- work in close partnership with a range of specialist agencies to enable us to provide effective, targeted support;
- provide support, advice and training for all staff working with pupils with SEND to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils;
- appoint a qualified Special Educational Needs Co-ordinator (SENCo) who will have responsibility for the day-to-day operation of the SEND Policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have Education and Health Care Plans (EHCPs).

The Head Teacher, SENCo, all staff and the Governing Body will work within the guidance outlined in the SEND Code of Practice 0-25 (July 2014).

Identifying SEND

A pupil has SEND where their learning difficulty or disability calls for special educational provision, which is "different from or additional to that normally available to pupils of the same age" (SEND Code of Practice 2014). For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessment of progress for all pupils, identifying in particular where pupils are making less than expected progress given their age and individual circumstances. Where a pupil's progress is causing concern, this may be characterised by progress which:

- 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.

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

Broad areas of need as outlined in the SEND Code of Practice 2014

These four broad areas give an overview of the range of needs that the school plans to support. In practice, individual children or young people usually have needs that cut across some or all these areas and their needs may change over time:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In our school, the needs of the whole child will always be considered in this process, as well as the specific issues that have been raised.

Other factors that may impact on progress and attainment that are not considered SEND:

- attendance and punctuality
- health and welfare
- speaking English as an additional language
- being in receipt of a pupil premium grant
- being a looked after child

The graduated approach to SEND support

Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. The school has a rigorous and regular system, through half-termly progress meetings, to identify where pupils are not making expected progress or working below national expectations. Class teachers will put in place, if necessary, relevant and timely interventions, through high quality teaching which happens every day, appropriate differentiation (where learning is matched to ability) and in-class support, aimed at closing the gap or raising the attainment. The class teacher will also talk with parents to ensure there is a shared understanding of pupils' needs and to gain parental perspective on any emerging concerns and areas of strength.

Where a pupil's needs are persistent, the class teacher will complete an **Early Years Concern** or **School Concern Form** and arrange to meet with the SENCo. At this meeting the requirement for additional fine-tuned assessments will be ascertained. Where appropriate, the child's views will be sought. If, as a result of this process, it is clear that different and additional provision is required to meet the child's needs, the child will then be placed on the school's SEND register at **SEN Support**. The parents will be informed if the school is making special educational provision for a child. The class teacher remains responsible and accountable at all times for the progress and development of all children in his/her class, even where a child may be receiving support from a teaching assistant, a specialist teacher or someone from an outside agency. High quality teaching, differentiated for individual pupils, is always seen as the first step in responding to pupils who may have SEND.

Working together, the SENCo, class teacher, parents and child (where appropriate) will select appropriate support and intervention strategies to meet the outcomes identified for

the pupil, based on reliable evidence of effectiveness. This will be delivered by staff with sufficient skills and knowledge. This SEND support will be planned using a four-part cycle (assess – plan – do – review), through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the **Graduated Approach**. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEND of a child.

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed each term at an individual Provision Meeting where all parties will be invited to participate. The review process will include an evaluation of the impact and quality of the support and intervention and the views of the pupil and their parents. This review will then feed back into the analysis of the pupil's needs. The class teacher, with input from the SENCo, support staff and the child will review the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes.

The school may involve specialists at any point for advice regarding identification and/or effective support. However, where a pupil continues to make less than expected progress despite secure evidence of support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. Parents will always be involved in any decision to involve specialists along with the child's class teacher and, in appropriate cases, the child themselves. Specialist agencies will only be contacted where parents are in agreement. It is the SENCo's role to contact any specialist agencies and ensure that the involvement of specialists and what was discussed or agreed is recorded and shared and fully understood by parents, teaching staff and, where appropriate, the child.

Examples of specialist agencies used by and that are available to be used by the school:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Inclusion Support specialist teachers
- Specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability
- Speech and language therapists
- Occupational therapists and physiotherapists
- Health and Safety teams
- Autism Outreach Service

Where pupils are made subject to an **Educational Health Care Plan (EHCP)**, the school will work in close partnership with any specialist agencies as named on the plan to provide support and specialist advice.

The Education, Health and Care Plan (EHCP) process

Where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to the school, the school, in consultation with parents, will consider whether requesting an Education, Health and Care assessment from the Local Authority is appropriate. To inform this decision, the SENCo will have close regard to the Local Authority's criteria for funding through an EHCP assessment. This can be found on the Local Authority's Local Offer website along with information on the EHCP co-ordinated assessment process and will be shared in full with parents to ensure they are confident and clear about what the process is and how they are involved with it.

Removing pupils from the SEND register

In consultation with parents, a child will be considered for removal from the SEND register:

- when he/she has made sustained, good progress that better the previous rate of progress and has sufficiently closed the attainment gap between themselves and their peers of the same age; or
- where a child's wider development and/or social needs have improved and progress in the targeted area is considered to be sustained;
- If SEN support is no longer required to ensure this progress is sustained.

Support for 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 the curriculum and enrichment activities, 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 pupils with medical conditions may also have SEND and may have a Statement of SEN (these still stand at present, but are being moved over to EHCPs, using a staggered approach) or EHCP, which brings together health and social care needs, as well as their special educational provision where the SEND Code of Practice 2014 is followed. Arrangements in place to support at school with medical conditions are detailed within the school's Policy for the Management of Children with Medical Needs in School which was taken from the Sandwell Policy 2011-2014.

Training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are expected to undertake training and development.

Training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff undertake an induction process on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENCo will regularly attend SENCo network meetings in order to keep up to date with local and national developments in SEND.

Funding for SEND and allocation of resources

Each term, in consultation with the Head Teacher and class teachers, the SENCo will map the targeted provision in place for pupils on the SEND register to show how resources are allocated from the school's overall SEND budget, and to monitor the cost of the whole of our SEND provision. This targeted provision is outlined on the school's overall **Provision Map**.

Roles and responsibilities

Class teachers and teaching assistants will:

- refer to individual pupil SEND provision plans to inform short and medium term planning
- implement specific targets and promote appropriate learning strategies aimed at enhancing learning
- ensure a consistent delivery of differentiated learning opportunities to enable pupils to improve and consolidate their skills. This will include adapting/modifying learning activities and resources to enable pupils to reach their learning goals/targets.

SENCo

The key responsibilities of the SENCo are taken from the SEND Code of Practice 0-25 (2014) and include:

- overseeing the day-to-day operation of the school's SEND Policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND • advising on the graduate approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head Teacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

Governing Body and Head Teacher

The Governing Body will, in line with SEND Information Regulations, publish information on the school's website about the implementation of the school's policy for pupils with SEND. This will be in the form of our "Local Offer" and will outline our SEND policies and procedures and will also provide useful links for parents of pupils 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.

A member of the Governing Body is appointed to have specific oversight of the school's arrangements for SEND and to ensure that the Governing Body is kept informed of how the school is meeting the statutory requirements.

The Head Teacher, SENCo and Governing Body will establish a clear picture of the resources that are available to the school and will consider the strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the Pupil Premium.

The Head Teacher will ensure that the SENCo has sufficient time and resources to carry out his/her functions. This will include providing the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

Storing and managing information

All records containing sensitive records relating to the SEND of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use. All staff comply with the guidelines set out in the school's **Data Protection Policy**.

Supporting parents/carers of children with SEND

The school is fully committed to a meaningful partnership with parents of children with SEND, where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school will do this by:

- always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships;
- providing all information in an accessible way;
- making the SENCo available for meetings by appointment through the school office or by email;
- publishing information about how the school implements the SEND Policy on the school website, following the SEND Information Regulations (2014);
- class teachers meeting with parents, in addition to parents' evening appointments, to discuss concerns regarding their child's progress at the earliest opportunity, raised

either by the class teacher or the parent themselves, and encouraging them to share their views;

- class teachers inviting parents of pupils with SEND in their class at least three times a year to set and review the outcomes of support at the individual provision meetings, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents to share their views. This meeting may be part of or in addition to parents' evening meetings and may be supported by the SENCo;
- ensuring that teaching staff are supported to manage these conversations as part of their professional development;
- supporting and guiding parents in ways that they can help with their child's learning and development at home;
- keeping records of the outcomes, action and support agreed through the discussions at Provision Meetings and sharing these records with appropriate school staff and the pupil's parents;
- signposting parents to wider support, information and services pertinent to their child's SEND by ensuring they know how to access the Local Offer and the LA's Parent Partnership Service;
- consulting with a representative group of parents of pupils with SEND when reviewing the school's SEND Information Report and the SEND Policy;
- making a paper copy of the SEND policy and any additional guidance available to parents on request;
- planning in additional support for parents at key times, for example when considering and making a referral for a co-ordinated assessment for an EHCP and to ensure smooth and successful transition into the school or to the next phase of education;
- seeking parents' view through periodic questionnaires and adjusting practice, where necessary, in the light of analysis of responses.

Pupil Voice and SEND

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to enable them to transfer to their next phase of education confident and able to assess, communicate, or negotiate their own interests, desires, needs and rights. We expect pupils to become increasingly able to make informed decisions about their learning and their futures and take responsibility for those decisions.

How the school will do this:

- Self-knowledge is the first step towards self-advocacy so, with their parents, we will support pupils to understand their strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and aspirations.
- Wherever possible and in an age appropriate manner, pupils with SEND will be involved in monitoring and reviewing their progress and will be, as fully as possible, involved in making decisions about future support and provision. Their views will be recorded and shared.

- All staff will actively listen to and address any concerns raised by children themselves.
- Pupils with SEND are encouraged to stand for election to the School Council.
- Planning in additional support for pupils at key times, for example when considering and making a referral for a co-ordinated assessment for an EHCP and to ensure smooth and successful transition into school or to the next phase of education.
- Pupils are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.
- Seeking pupils' views through regular questionnaires/group interview activities undertaken by the SENCo and or Inclusion Governor, considering adjustments to in the light of analysis of responses.

Accessibility

We value all our pupils and are committed to providing a fully accessible environment which includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We have ensured that the school is fully accessible by making the following adaptations to the school environment:

- The part of the school which houses the Foundation Stage and Key Stage 1 has been altered so that it is fully accessible by wheelchairs. The new building includes a toilet for the disabled.
- Handrails have been fitted alongside all stairs in the school.
- Sound fields have been purchased for all classrooms throughout the school.
- Step edges and door frames are painted in different bright and contrasting colours.
- A lift has been placed alongside the stairs from the hall to Key Stage 2
- A ramp has been built outside Year 3 to make lower key stage 2 accessible from outside the building and will be used in the event of a fire.
- A lift has been installed to take children from lower key stage 2 to upper key stage 2 and the computer suite.
- A treatment room and toilet for the disabled have been built on the upper level of Key Stage 2.
- We liaise with external agencies to ensure the classroom environment is suitably prepared for pupils with specific learning needs, visual and hearing impairments.

The Governing Body is aware that children have the right to be educated in the school of their choice and this will not be inhibited by disability.

Dealing with complaints

The school's values are concerned with meeting the needs of pupils, parents and others who have a stake in the school. The Governing Body believes that constant feedback is an important ingredient in self-improvement and raising standards. Pupils, parents, carers and

other adults who have concerns or complaints should feel that they can be voiced and will be considered seriously. All complainants have the right to be accompanied when making the complaint and pupils may be accompanied by a parent or another adult.

We are committed to equal opportunities for all irrespective of race, gender, sexuality, disability or religion. We will monitor the impact of this policy to ensure that no group is adversely affected.

Relevant school policies linked to this policy:

Anti-Bullying Policy

Behaviour Policy

Data Protection Policy

Equality Policy

Health and Safety Policy

Management of Children with Medical Needs in School Handbook

Safeguarding and Child Protection Policy

St Gregory's SEND Information Report

St Gregory's SEND Local Offer

Policy Reviewed: March 2018