



ST CHARLES'
CATHOLIC PRIMARY
SCHOOL

SEND POLICY

<u>SEND POLICY</u>	
<u>AGREED: MAY 2016</u>	<u>NEXT REVIEW: MAY 2017</u>

St Charles' Catholic Primary School

SPECIAL EDUCATIONAL NEEDS POLICY

Aims and Objectives of policy

- To acknowledge that the needs of all pupils who may have Educational Special Needs as specified in the Code Of Practice 2014 either throughout or at any time during their school careers, must be addressed, and their right to a broad, balanced and relevant curriculum, including maximum possible access to the National Curriculum.
- To provide a systematic approach to the development of an environment and procedures which will provide effective support for children experiencing Special Educational Needs, thereby enhancing their self-confidence, augmenting their skills and encouraging their general development, socially, intellectually, physically and spiritually, with the intention of overcoming the difficulties they are experiencing.
- To reflect the New Code of Practice (2014) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school with high expectations for the best possible progress.
- To work within a "person centered approach" fostering and promoting effective collaboration with children, parents/carers and outside agencies.
- To encourage and engage the participation of children and parents in the decision making and the planning and review of outcomes with regard to their provision.
- To ensure that Pupils with Special Educational Needs will engage in all school activities wherever possible unless it is detrimental to the welfare of the pupil in accordance with the Special Educational Needs and Disability Act 2014.

RESPONSIBILITIES

The School Policy recognises the Responsibilities of:

1. THE GOVERNING BODY

The Governing Body will:

- do its best to ensure that the necessary provision is made for any pupil who has a Special Educational Need.
- ensure that, where the 'responsible person' - the Head Teacher or the appropriate governor - has been informed by the L.A. that a pupil has special educational needs, those needs are made known to all who are likely to teach them.
- ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.

- consult the L.A. and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- ensure that a pupil with special educational needs joins in the activities together with pupils who do not have special educational needs, so far as is reasonably practical and compatible. Consideration needs to be given to the special educational provision their learning needs call for.
- report to parents on the implementation of the school's policy for pupils with special educational needs.
- have regard to this Code of Practice when carrying out its duties towards all pupils with special educational needs.
- ensure that parents are notified of a decision by the school that S.E.N.D provision is being made for their child.

2. THE SPECIAL NEEDS GOVERNOR

The Special Needs governor for St. Charles School is Mrs. T. Wainwright and she can be contacted via the Head Teacher or the Chair of Governors.

The SEND Governor will:

- champion inclusion and promote a greater understanding of issues relating to SEND by the Governing Body.
- be familiar with key legislation and policy.
- foster communication between parents/carers of children with SEND and the school.
- ensure they have an understanding of the role of SENCo and how pupils are supported.
- report regularly to the Governing Body.
- understand how funding received for SEND is allocated by the school.
- attend training in relation to SEND.
- meet regularly with the SENCo.
- monitor the progress of vulnerable pupils.
- review the effectiveness of the S.E.N.D Policy.
- help to review SEND policy

3. THE HEAD TEACHER

The Head Teacher will:

- ensure that the Special Educational Needs of every child will be met.
- ensure that those needs are made known to every teacher and helper who may be involved in any way with the child.
- be directly involved with the working party in the discussion and the formation of the register of children with Special Educational Needs.
- monitor the progress of children with Special Educational Needs.
- ensure that staff, carers and external agencies, including the "Team Around The Child" are meeting the needs of children with a Statement or an EHCP.
- ensure that parents are kept informed of the progress and development of children with Special Educational Needs.

- keep the Governing Body fully informed and also work closely with the school's S.E.N.D co-ordinator.

4. THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR

The Code of Practice advises that in all main stream schools, there is a designated teacher who manages and co-ordinates the provision for Special Educational Needs and is the leader who plans for its development. In this school it is, at present, Mrs. A.M. Ellis.

The SENCo is responsible for:

- ensuring all practitioners in the school understand their responsibilities to children with SEND and the school's approach to identifying and meeting SEND.
- the day to day operation of the school's S.E.N.D Policy.
- advising class and subject leaders.
- taking the lead in managing provision for pupils with SEND.
- updating and overseeing the One Page Profiles for children with Special Educational Needs.
- overseeing and updating the school's SEND information report in line with statutory guidance.
- co-ordinating the provision, with the Deputy Head Teacher, for children with SEND.
- advising on the graduated approach to providing SEND support.
- working with parents of children with Special Educational Needs.
- liaising with external agencies, including the Educational Psychologist services and other support agencies, medical and social services and voluntary bodies.
- being a key point of contact with external agencies, especially the Local Authority and its support services.
- the keeping of a Special Needs Register of all the children in the school who are experiencing learning or behavioural difficulties. It will be divided into the categories of School Support and Statemented or those with an Education, Health Care Plan, and their areas of difficulty noted.
- 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 Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access.
- ensuring that the school keeps the records of all pupils with SEND up to date.
- monitoring and supporting a graduated approach of Assess, Plan, Do and Review.
- ensuring that resources and support are allocated and maintained to all those pupils who may need additional provision or support staff.
- reviewing pupil progress, tracking achievement and reviewing targeted support on a regular basis. At St. Charles this happens termly.
- plan appropriate interventions based on analysis and interpretation of data.
- liaise with Early Years providers, other schools and external agencies.
- being a key point of contact with external agencies, the Local Authority and its support services.
- liaising with potential next provider of education.

- working with the Head Teacher and Governors to ensure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

5. THE CURRICULUM CO-ORDINATOR

It is the responsibility of the Curriculum Co-ordinator to ensure that there is a range of material available so that the children with Special Educational Needs can follow the requirements of the National Curriculum as much as possible.

6. THE CLASS TEACHER.

Class teachers have a professional responsibility and a central role in connection with early identification, assessment and provision; so that special needs may be met before a cycle of failure is established.

- They have a responsibility to communicate areas of concerns to the Special Educational Needs Co-ordinator and to specify action to be taken by support staff, teaching assistants, general assistants and possibly parent helpers.
- They are to ensure that the child's parents are aware that their child has Special Educational Needs and at what stage they are at i.e. School Support, Statemented or on an Education Health Care Plan. They are to discuss their role in supporting their child at home.
- They are to discuss the child's needs with the Special Educational Needs Co-ordinator and senior staff.
- They have a responsibility to keep accurate records of the stages of development, and the rate of progress.

In order to uphold a whole school approach, the school operates a rolling programme of CPD for SEND in order to continue to raise class teachers' knowledge and understanding of the range of SEND.

Class teachers need to devise One Page Profiles. They are written to meet the needs of children who are at School Support, three times each academic year. Each profile will be followed by a review and adjusted as and when required to ensure that the child's needs continue to be met. Teachers of children who are Statemented or on an EHC Plan will liaise with the SENCo in the drawing up of a One Page Profile twice annually followed by a review. At parent meetings, which occur 3 times a year, the parents of children who are on the SEND Register are consulted about any concerns and asked to contribute to any area they feel they would like to be included. These are shared with teaching assistants who are involved with the child.

ADMISSIONS

In accordance with the 2014 Code of Practice, the school will:

- admit pupils with already identified needs
- provide for pupils not previously identified as having Special Educational Needs.
- treat fairly, all applicants for admission.

- endeavour to make "reasonable adjustments" to facilitate access in accordance with the Special Educational Needs and Disability Act.

PROCEDURES

The school will have regard to the Code of Practice in ensuring that clear, staged procedures for identifying, assessing, recording and reviewing Special Educational Needs are developed.

IDENTIFICATION

Special Educational Needs normally fall into four categories:

- Cognition and Learning
- Communication and interaction.
- Sensory and/or Physical Needs.
- Social, Emotional and Mental Health difficulties.

These areas exemplify the range of need for which the school is able to identify and provide support from within the school's provision.

- The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The school identifies the needs of pupils by considering the needs of the whole child.
- The ability to identify SEND and adapt teaching to the diverse needs of pupils is a core requirement of the teacher's standards 2012.
- Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. The SENCo works closely with Assessment Co-Ordinator to interrogate the school tracking data and RAISE online data.
- At St. Charles' School we also use a number of indicators to identify pupil's special educational needs; such as:
 - Close analysis of data including EYFSP, termly and yearly assessments.
 - Any teacher or support staff concerns
 - Tracking individual pupil progress over time.
 - Close liaison with EYFS staff and the SENCo and parents.
 - Information from previous schools. Information from other services.

NB : What is not SEND but may impact on progress and attainment may include:

- Attendance and punctuality
- Health and Welfare
- Children in receipt of pupil premium.
- Looked After Child
- English as an Additional Language.

EYFS

By teacher observations and using the Foundation stage pupil profile for the seven areas of learning.

KEY STAGES 1 and 2

After assessments, children who are deemed to be "Pre- Key Stage Standard" are placed on the SEND Register as "School Support" and a One Page Profile written.

STATEMENTED or EHC PLAN

Pupils with a statement of SEND or those that have an EHC Plan are reviewed annually with the involvement of the Local Authority.

How St. Charles' School teaches pupils with Special Educational Needs.

- Differentiated quality first teaching as a priority for all pupils including those with SEND.
- Where a pupil is identified as having SEND, action is taken to remove barriers to learning and put effective special educational provision into place.
- The SEND support takes the form of a four part cycle 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 child in making good progress and securing good outcomes. This cycle is known as the graduated approach (Assess, Plan, Do and Review).

ASSESS:

In assessing a child the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil and their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour of their peers and national data. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents actively listened to and recorded. Assessments are reviewed every half term.

PLAN:

We recognise that we must formally notify parents if their child is being provided with SEND support. The teacher and SENCo agree with the parent and the pupil, if appropriate, the adjustments, interventions and support to be put in place as well as the expected impact on progress, developments or behaviour along with a clear date for review. Children who are on the Register for academic reasons will be assessed, and targets set, using PIVATs.

DO

The SENCo supports the class teacher and advises on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one-to-one teaching away from the teacher, they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan the impact of support and how they can be linked to classroom teaching.

REVIEW

Reviews are carried out on agreed date. The Statements or Educational, Health Care Plans are reviewed annually by the Local Authority in partnership with the school. We strive to provide clear information to the parents about the impact of support and interventions provided enabling them to be involved in planning next steps.

When a class teacher or the SENCo identifies a child with SEND the class teacher should provide interventions that are *additional to or different from* those provided as part of the school's usual differentiated curriculum and strategies. Our school operates intervention programmes of Basic Skills in Numeracy and Literacy, Toe By Toe and Social and Communication Groups. These Intervention programmes are delivered by current, appropriately trained Learning Support Assistants or qualified teachers. These children will then be placed at "School Support".

STATEMENTS or EDUCATION, HEALTH CARE PLANS

A request for a Statutory Assessment for a Statement or an Educational Health Care Plan will be made when, despite the school (with the help of external specialists,) taking relevant and purposeful action to meet the child's learning difficulties, those difficulties remain or have not been remedied sufficiently.

METHODOLOGY

a) We believe that teaching and learning strategies should allow entitlement to the whole curriculum for each child. It is necessary to differentiate and adapt the work in order that it is suitable for the children with SEND for children who are on the SEND register, a One Page Profile will be designed by the class teacher and the SENCo. For children with a Statement or an EHC Plan, there will be an input from external specialists. Differentiation is an important part of all curriculum planning to ensure that the needs of the children, not just with SEND but also the more able children, are met. Targets are set in Numeracy and Literacy for all children and parents are informed of them so that they can contribute to the progress of their child. The children are encouraged to contribute to any targets on their One Page Profile.

b) The additional staffing i.e. teaching assistants and resources that are allocated to assist teachers in providing support for all pupils is decided by the Headteacher, the SENCo and the Senior Leadership Team. They are allocated according to the number of Statemented or EHC children in a class, or those whose statements are being prepared and also the number of children on the Special Needs Register. The time tabling and allocation of these resources is carried out at the beginning of each term. This is, however, a flexible arrangement in as much as it can be altered at any time, should a situation arise where the needs of a child or a group of children become more urgent. Once the staff and resources have been allocated it is the class teacher who decides how they will be used.

c) We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning e.g. following a Numeracy or Literacy intervention programme, the children work in small groups or in a one-to-one situation outside the classroom.

RESOURCES

We believe that the human and physical resources should be adequate to implement the school's SEND policy. The SENCo is responsible for providing resources for Special Needs in the school and that they are available to all members of staff and teaching assistants.

The resources are matched with the needs of the pupils and are monitored and updated according to present needs. Should it be felt that any pupil requires additional assistance from an external agency, it is the responsibility of the SENCo to liaise with the agencies and to complete necessary referral forms.

COMMUNICATION

It is vital that there is effective communication on the issue of SEND, and that the procedures for sharing information and collaboration meet the needs of all the children.

a) The SENCo and support staff will hold termly meetings to review progress and to make collective decisions on the way forward for SEND children within the school.

b) The relevant documentation is readily available to those who need it, on request, as confidentiality is ensured by it being stored and locked away by the SENCo.

c) Copies of reports are put in the child's individual record which can be kept by the class teacher with the rest of the class and is subsequently, automatically passed on throughout the child's career in school.

d) Information regarding all aspects of SEND including the SEND Policy and The Local Offer can be accessed via the School's website at www.stcharlescatholicprimary.com

PARENTAL INVOLVEMENT

It is the policy of the school that the parents of all children are informed about their education throughout their school career. However the parents of children with SEND will be in contact with the school more often and are encouraged to be more actively involved.

a) When a child starts school the parents are given a prospectus which contains a statement on the school's policy on SEND. The Governors Annual Report to parents contains an evaluation of the policy in action.

b) There are three Open Evenings during the school year and the parents are given an opportunity to view the work, to express their concerns, to view the One Page Profile and to make any additions or alterations they feel would help their child. In addition to this the parents of children at School Support are invited at the same meeting to a separate interview with the SENCo to discuss progress and further action.

c) If a child is placed on the Special Needs Register the parents are informed and told of the extra support their child will be receiving.

d) If parents are concerned about any difficulties their child may be experiencing they can, at any time, make an appointment to see the class teacher, the Headteacher or the SENCo to discuss the needs and the way forward.

e) If a child has a Statement or an EHC Plan, the parents are actively involved in the identifying and assessing special needs in the review process.

f) Parents of children with SEND are encouraged to be actively involved in the education of their children.

g) The Reading Record book is a valuable form of communication between the teacher and the parents. The teacher can inform them of any aspect that needs reinforcement and how well they have performed that day. Likewise, the parent can tell the teacher where the child had difficulty. If it is considered appropriate the parents can come into the school in order to assist their child.

PUPIL PARTICIPATION

In St Charles' School we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Early Years recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets in their One Page Profile at the termly Review meetings. Children are encouraged to make judgements about their own performance against their targets.

STAFF DEVELOPMENT

In the school there is effective procedure for identifying and prioritising staff development needs. At the beginning of the summer term, there is discussion involving all members of staff concerning the Self Evaluation Form. The staff training in relation to SEND is incorporated into the school's inset from the school development plan. The issue of SEND is evaluated within the Staff development process by

- the systems that are in place
- the staff seeing the need and reacting to it
- by analysing test results.

THE ROLE OF THE SUPPORT SERVICES

The school initiates, develops and maintains contact with L.A. support services and outside agencies in order to determine the contribution to be made to the Special Needs practices in school. These agencies may include:

- S.E.N.I.S.S.
- Educational Psychologist
- E.W.O.
- Speech and language therapist
- Occupational therapist
- Parent Partnership
- Family Support Service
- Social Services
- Outreach workers e.g. Abbot's Lea, Clifford Holroyde and Aigburth High School
- C.A.M.H.S.
- ASD Pathway

The school ensures at staff meetings that, through discussion, members of staff understand the nature of the relevant external agencies and procedures. Members of external agencies are invited into school on inset days or staff meetings to discuss their various roles and to assist staff in dealing with problems that may arise.

COMPLAINTS PROCEDURE

If a parent has a complaint regarding the SEND provision, the following procedure should be undertaken:

- 1) Initially the parents should discuss the matter with the child's class teacher.
- 2) If further clarification or explanation is required the parent should discuss the matter with the Head Teacher or SENCo.
- 3) If the matter remains unresolved the parent should contact the Chair of Governors with the intention of the matter being discussed by the Governors.
- 4) If a parent remains dissatisfied with the explanation or decision given by the governors, the parent may wish to contact the Local Authority to act as a mediator.

RECORD KEEPING

All pupils in the school have their own records of educational progress. For children with Special Needs, any assessments, results, pieces of work and case notes should also be included. At Year 6 the class teacher, in consultation with the SENCo, completes the relevant documentation and ensures that all the child's records are forwarded to the appropriate secondary school. This follows a meeting attended by the SENCo from each of the secondary schools they are going to attend.

EVALUATION

The school will ensure that the policy remains pertinent by having known procedures to evaluate the implementation of the policy and report these to the Headteacher and the Governing Body. The effectiveness of intervention and extra support is evaluated by analysing results at the termly, SEND Governors Committee meetings.

The policy and procedures are reviewed and updated annually when the SEND Committee, SENCo and Headteacher meet, and by continuous monitoring. The whole staff is then involved.

LIAISING WITH OTHER SCHOOLS

The school ensures that, wherever possible, the pupils with SEND have the opportunity to access provision that may be on offer from other schools. For children in Year 6 the SENCo meets with other Special Educational Needs Coordinators of the secondary schools they are transferring to, enabling continuous provision. If possible a visit is arranged for the child and parents to meet, personally, the SENCo of the appropriate school.