



Special Educational Needs & Disability (SEND) Policy

Saint Aidan's Catholic Primary School

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At Saint Aidan's Catholic Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Legislation from the Children's and Family's Act 2014 and the subsequent Code of Practice places duties on schools with regard to children with Special Educational Needs and or disabilities. Our policy has been written in line with this and the procedures and the support that we provide at Saint Aidan's Catholic Primary School. More details about the SEN Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen

Definitions

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (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.

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Objectives

The specific objectives of our SEND policy are as follows:

- To support early identification of pupils with Special Educational Needs and disabilities to ensure that their needs are met.
- To ensure that there is a consistent approach across school when identifying and supporting
- To ensure that children with Special Educational Needs and disabilities join in with all the activities of the school.
- To ensure that all children make the best possible progress.
- To ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school.
- To ensure that learners express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies when appropriate.

Roles and Responsibilities

Responsibilities of the class teacher

- To raise concerns and help with the early identification of pupils with SEND
- To follow the graduated approach when supporting children with SEND
- To plan support in the classroom which is, additional to and different from, those pupils without SEND to ensure children with SEND can access the curriculum and make good progress from their starting point
- To review and monitor children's progress and put in place interventions where necessary
- To liaise with parents and involve them so that they can best support their child
- To keep the SENDCO informed of the progress of pupils with SEND

Responsibilities of the SENDCO

- To organise and run SEND consultations and as a result update class lists and the SEND Register
- To provide advice to class teachers regarding children who are causing concern in any area of their development
- To monitor SEND provision within school through data analysis, SEND consultations and class observations
- To work in consultation with the agencies employed by school to support the learning of the pupils with SEND

- To update the SEND information report and policy annually
- To seek additional advice, when needed, from specialists and external agencies and provide all necessary information and reports when requested
- To liaise with parents and offer advice and support
- To complete all relevant SEN paperwork and Statutory Information to Manchester L.E.A.
- To regularly brief the Head Teacher on SEND issues and report termly to governors
- To update all appropriate staff on new SEND developments both nationally and within the local authority
- To ensure provision of appropriate training for all staff

Responsibilities of the Headteacher

To oversee SEND provision throughout the whole school with particular regard to the following:

- Annual Reviews of children with Statements of Special Educational Needs
- Supporting teachers and teaching assistant's supporting pupils with SEND
- Liaising with SENDCO to ensure all pupils with SEND are given appropriate support
- Overseeing and monitoring day to day usage of the SEND budget.

Responsibilities of the Governing Body

- To develop and monitor the school's SEND policy alongside the SENDCO
- To ensure the governor for SEND regularly liaises with the SENDCO
- To help to raise awareness of SEND issues at governing board meetings

SEND Provision at St Aidan's Catholic Primary School

Provision for pupils with special educational needs is a matter for the school as a whole. A graduated approach is used throughout the school to ensure support is provided according to the level of need. * See Graduated Response for supporting pupils with SEND. Together with SLT, the class teachers will identify any children who:

- make significantly lower progress than their peers starting from the same baseline.
- fail to match previous progress.
- fail to close the attainment gap. A graduated approach will then be used to support these pupils.

A Graduated Approach

- All staff are encouraged to identify any additional need as soon as possible with the support of the SENDCO. We have a whole school strategic approach to support the early identification and provide for pupils with SEND. All teachers are trained in this and follow the process outlined in the step instructions for graduated response to SEND. Teachers keep a copy of this in their SEND file and it can also be found on the school's website.
- During Pupil Progress meetings, class teachers, the SENDCO and Head Teacher discuss any concerns the teacher may have regarding a pupil. A discussion will follow to address these concerns. This information is used to plan differentiated learning opportunities and look at the additional strategies that these pupils need. The teacher will monitor their progress and they will be discussed at the next SEND Consultation.
- For those pupils who are still making limited progress they are given further targeted support through our focus group. This might include an additional intervention, strategic quality first teaching strategies, opportunities for small group work, differentiated curriculum, home/school programmes, alternative equipment/teaching materials/specific interventions and tailor-made interventions.
- When necessary, advice may be sought from outside agencies such as: Educational Psychologist, Speech and Language Therapy, Physiotherapy, Occupational Therapy, Teacher for Hearing/Visually Impaired, School Nurse.
- All pupils with SEND will then receive SEND Support.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the pupil will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and barriers to learning are identified and removed

- Pupils will then receive SEND support and a plan will be put in place. This plan will be reviewed by the class teacher three times a year.
- When necessary support may need to be provided by outside agencies such as: Educational Psychologist, Speech and Language Therapy, Physiotherapy, Occupational Therapy, Teacher for Hearing/Visually Impaired, School Nurse.

The support provided consists of a four – part process:

- Assess

- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessments and observations gained whilst working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views, where relevant and advice from external support services will also be considered. Any parental concerns will be added to the school's information and assessment data to ensure a full picture of how the pupil is progressing. This process will be regularly reviewed to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

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Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Request for an Education, Health and Care Assessment

If a child fails to make progress after two cycles of the Assess, Plan, Do, Review a request **may** be made to the Local Authority for a Statutory Assessment (EHC assessment). This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will usually be taken by the school at a progress review involving the parents. It can also be requested by a parent. The request for an Education, Health and Care Assessment will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer:

http://www.manchester.gov.uk/info/500132/special_educational_needs/6181/manchesters_local_offer_for_children_and_young_people_with_sen_and_disabilities

Transition within School for SEN Pupils

In order to provide consistency within school and ensure a child's needs are catered for when changing class teachers may:

- Have extra transition meetings with class teachers and TAs
- Provide a transition booklet for the child and parent to look at over the summer holiday in order to familiarise the child with any changes
- Hold transition meetings, where appropriate, for parents with the new class teacher and SENDCO
- Arrange extra visits to the new classroom and additional sessions with new Teaching Assistants

Admissions for pupils with SEND

If you are thinking of applying for a place at Saint Aidan's Catholic Primary School and your child has an EHCP or SEND please phone the main office number 0161 998 4126 and make an appointment to discuss your child's individual needs with Mrs Richardson SENDCO. You will also have the opportunity to ask any questions and discuss the support that your child may be offered. Please use the whole school admissions procedure. Education, Health and Care Plans [EHC Plan]

a. Following Statutory Assessment, an EHC Plan may be provided by Manchester City Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Evaluating the Success of Provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done through progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. SEND provision and interventions are recorded on a one-page profile, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENDCO. These reflect information passed on by the SENDCO at the beginning of an academic

year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCO and information is fed back to the staff, parents (via progress meetings) and governors. This helps to identify whether provision is effective.

Staff Training

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. Other SEND training courses are also run in-house across the school, e.g. Dyslexia awareness and identification, games to support dyslexia and literacy difficulties, Autism Awareness. The SENDCO attends relevant SEN courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Parental Involvement

We encourage open dialogue between parents and teachers so that any concerns can be addressed as and when they occur. The SENDCO is always willing to explain any Special Needs procedures or offer advice if there are concerns regarding any aspect of Special Needs.

Links with Other Schools

The school works in partnership with the other schools in the local area and Catholic cluster. We have three planned days a year when we meet with all the SENDCOs in the Trust. This essential development work allows us to share good practice, advice and training in addition to jointly developing resources that can be used across the schools.

School Transfer

Detailed background information collated by the SENDCO, including copies of SEND support plans and interventions implemented, will be sent to secondary schools or a new primary school for all pupils identified as having Special Educational Needs. We will liaise closely with St Paul's High RC School and our other local High Schools to ensure smooth transition by:

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- meeting with the SENDCO during the summer term
- meetings with the Head of Years and Year 6 teachers to share information regarding pupils' needs
- arranging additional pupil visits to the High Schools.

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