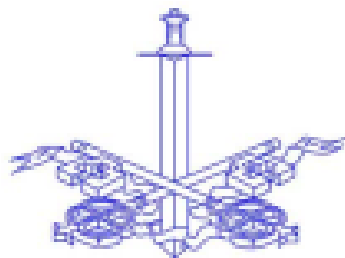


Ss PETER AND PAUL CATHOLIC PRIMARY SCHOOL

SEND POLICY



**"To grow in knowledge and love,
and walk in the footsteps of Jesus"**

**This policy for Special Educational Needs and Disability was fully
adopted by the Governing Body in: November 2022**

Definitions

SEND Provision is:

'Education or training which is additional to/different from that which is made for other children of the same age in mainstream schools/settings' (ref SEND Code of Practice 2015)

That which is not ordinarily available

Children have **special educational needs** if they have a learning difficulty or disability that calls for special educational provision to be made for them.

"Children have a **learning difficulty** if they:

Have a significantly greater difficulty in learning than the majority of children of the same age.

Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.

Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them." (Code of Practice (COP) September 2015)

Rationale:

Ss Peter and Paul Catholic Primary School is committed to providing an appropriate and high quality education to all the children. We believe that all children, including those identified as having special educational needs and disabilities have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life within the classroom and beyond it.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe in line with the Equality Act 2010. <http://www.legislation.gov.uk/ukpga/2010/15/contents>

Ss. Peter and Paul Catholic Primary is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways that take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

We pay particular attention to the provision for and the achievement of different groups of learners:

- All Genders
- Minority ethnic and faith groups
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Those who are exceeding expectations
- Those who are looked after by the local authority
- Others such as: those who are young carers or those who are in families under stress
- Any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to difficulties with communication and language, cognitive difficulties, sensory and physical challenges, learning difficulties or social and emotional barriers, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At SS Peter and Paul Catholic Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential.

We will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We adopt a pupil centred approach to learning, providing a holistic experience tailored to the specific needs and what is important to the child.

The Special Needs and Disability Coordinator (SENDCO) is Mrs. S Davies. She is responsible for coordinating the day to day provision for children with Special Educational Needs & Disability as well as writing and reviewing this policy document. She can be contacted on 0151 639 2991.

School VLE access and the SEND Information Report can be found on the website.

The governing body has elected a representative who is responsible for overseeing the SEND provision at SSPP. The SENDCO reports to the governing body termly.

The named governor for Special Needs & Disability is Mr. Aaron. Hampson. He can be contacted via the school office.

Objectives

The information within this policy document has been updated in line with the revised SEND Code of Practice 2015.

We aim to:

1. Meet the wide range of Special Educational needs within our mainstream setting.
2. Continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
3. Maintain high levels of expertise in both teaching and support staff.
4. Provide specific input, matched to individual needs, in addition to scaffolded classroom provision, for those pupils recorded as having SEND.
5. Create children who are independent learners, well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school.
6. To work in collaboration with a wide range of outside agencies, to ensure the most appropriate provision is made for every child.
7. Involve parents/carers at every stage in plans to meet their child's additional needs.
8. Involve the children themselves in planning and in any decision making that affects them.

Admission arrangements

- ❖ Admission is the responsibility of the Local Authority. Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- ❖ Admission to foundation is on a part-time basis for the first two weeks. These arrangements are flexible to cater for individual needs.
- ❖ Prior to starting school, parents/carers of children with an EHCP will be invited to discuss the provision that can be made to meet their identified needs.

Arrangements for coordinating SEND provision

At Ss. Peter and Pauls we believe that good provision for children with Special

Educational Needs can best be provided when people work as a team. It is the SENDCO's role therefore to work closely with class teachers, teaching assistants, parents, outside agencies and the children themselves.

1. The SENDCO is responsible for the day to day implementation of this policy and maintaining the SEND register.
2. The SENDCO is responsible for maintaining the school's SEND register including information being shared with the Local Authority (LA).
3. The SENDCO will meet with each class teacher and teaching assistants to discuss additional needs and to review Individual Plans (IPs).
4. Reviews will be held termly.
5. SLT monitor the quality and effectiveness of provision for pupils with SEND through observations of classroom and TA intervention.
6. The SENDCO will organise appropriate training.
7. Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working. They primarily deliver SEND support through first quality teaching. For many children additional support is provided by Teaching Assistants (TAs) throughout the school. Our support for pupils on the SEND and Catch Up register is continuously reviewed and evaluated for effectiveness by the Senior Leadership team.

Please refer to 'Code of Practice 2015' accessed on school VLE

Specialised Provision for Access to the Environment

SS Peter and Paul Catholic Primary School is a single-site school, with a Foundation unit attached; this includes a two year old provision. Entrance to the building is through the main lobby, which is suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access. There is an individual toilet with wheelchair access. We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas). Children requiring equipment due to impairment are assessed in order to gain the support that they require. Details of our plans and targets on improving environmental access are contained in the Access Plan.

Allocation of Resources to Pupils with SEND

Children with Education Health and Care Plans (EHCPs) or Individual Pupil Funding Agreements (IPFAs) may receive additional funding from the Local Authority. This is in addition to the funding allocated from the school's own budget (Element 1 and 2 funding). It is for the school to decide how this funding can best be 'spent' so as to maximise the benefit for the individual child. However the parents' views on what the child needs and the child's own views are taken into account. The school SENDCO liaises with parents and any outside professionals involved, before

making an application to the Local Authority for additional funding (Element 3 funding).

Additional resources/provision include:

- ❖ Buying in SENAAT time
- ❖ Buying in half termly support from an Educational Psychologist
- ❖ Teaching assistant support children with SEND
- ❖ Weekly CARITAS sessions for individual children
- ❖ Classroom resources to support specific children
- ❖ Specialist resources linked to children's EHCPs and IPs
- ❖ Intervention groups support to target our SEND children

Identification and Assessment Arrangements, Monitoring and Review Procedures

At SSPP, we are committed to the early identification of children with special educational needs as the sooner appropriate help is offered the more positive the outcomes.

Children are identified under the headings of needs given by the code of practice which are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing in line with age appropriate expectations. The school's system includes reference to information provided by:

- ❖ Baseline assessment results in EYFS
- ❖ Progress measured against ARE of Curriculum 2014 expectations
- ❖ Standardised screening and assessment tools
- ❖ Use of ROAR rainbow to monitor pupils emotional and social needs
- ❖ Any existing Educational Health Care Plan (EHCP)
- ❖ Assessments by a specialist service, such as Educational Psychology, identifying additional needs
- ❖ Outreach support from specialist schools from local authority, such as Elleray Park/Gilbrook
- ❖ Speech and language assessment including Wellcomm Screening pack and

SALT

- ❖ Foundation Stage Assessments
- ❖ NFER non-verbal assessments in LKS2
- ❖ SWST spelling
- ❖ Reading & spelling of common exception words
- ❖ Y2 SATs
- ❖ Assessment of phonics using Little Wandle
- ❖ Formal assessment of phonics during Year 1
- ❖ ADHD/ADD observation of behaviours
- ❖ Dyslexia Screening test
- ❖ Conners rating scale
- ❖ ASC/Social and communication Difficulties (observation profiles)
- ❖ Assessments carried out by our SENAAT e.g. WRIT, BPS, memory testing, dyscalculia testing etc

Children are also continuously assessed throughout the year, informally and more formally in the core subjects. Progress is checked for all children (including those with SEND) at half-termly progress meetings and using our online tracking tool (Balance).

An IP (Individual Plan) may be written by the class teacher using SMART targets which focus on the child's specific needs. These will be reviewed on a termly basis. Teachers complete a Person Centred Profile for children on our SEND register.

Annual Reviews - during each school year each child with an Education Health & Care Plan (EHCP) and Individual Funding Agreement (IFA), will have their progress reviewed. This is organised by the SENDCO and all relevant parties invited. Completed paperwork is sent to the Local Education Authority.

Recording and reporting of children's achievements happen formally through parents' evenings and a written report in the summer term. As well as at the end of each IP period, when IP outcomes are shared with parents, they are invited in to discuss their child's progress with the class teacher and/or SENCo, if requested. At SSPP we are committed to regular positive feedback delivered informally both to the child and/or their parents by Class teachers or SENDCO as appropriate. Parents and children are encouraged to share their own views on progress.

Curriculum Provision

In providing for our pupils, we adopt a whole school approach of Assess, Plan, Do and review.



This is a graduated response that engages parents at each stage, keeping the child at the centre of all decisions. The flow chart below illustrates this pathway.

In order to make progress a child may only require adaptation of the plans for the whole class. This may involve modifying learning objectives, teaching styles and access strategies. A child's needs will be provided for within the whole class planning frameworks and individual learning outcomes. Adaptations will be recorded in the daily planning by the class teacher.

The school uses the definitions of adequate progress as suggested in the revised *Code of Practice*, that is, progress which states:

- ❖ Closes the attainment gap between the child and their peers
- ❖ Prevents the attainment gap from growing wider
- ❖ Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- ❖ Matches or betters the child's previous rate of progress
- ❖ Ensures full access to the curriculum
- ❖ Demonstrates an improvement in self-help or social or personal skills
- ❖ Demonstrates an improvement in the child's behaviour

A pupil would be identified as a Catch Up learner through pupil progress meetings and IP review systems.

Additional provision would be implemented where there is evidence that:

- ❖ There has been little progress made with existing interventions
- ❖ Some additional support is required to develop literacy or numeracy skills
- ❖ Some additional support is required for emotional or social development
- ❖ Some additional support is required for sensory or physical impairments
- ❖ Some additional support is required for communication or interaction needs

Personalised learning at Ss. Peter and Paul is a priority. However, where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. Where a period of additional curriculum support has not resulted in the child making adequate progress, or where the nature or level of a child's needs are unlikely to be met by such an approach, provision may escalate. The responsibility for planning for these children remains with the Class Teacher, in consultation with the SENDCo.

School request for additional funding

As part of the review process the SENDCo, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by

current interventions. An application may be made to the LA for an EHCP.

The school is required to submit evidence to the LEA whose Panel makes a judgement about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgement will be made using the LEAs current Criteria for making a statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

The School's Arrangements for SEND and Inclusion In-Service Training

- ❖ SENDCo attends regular cluster meetings to update and revise developments in the authorities local offer.

- ❖ Meeting additional needs and Inclusion issues are targeted each year through the schools SEF. In-Service training and individual professional development is arranged to match these targets.

- ❖ In-house additional needs and Inclusion training is provided through an online platform (National College).
- ❖ All staff including TAs have access to professional development opportunities, including National College on-line training, and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil.

Outside Agencies

- ❖ Parents/carers are informed if any outside agency is involved.

The Headteacher and SENDCo liaise frequently with a number of other outside agencies, for example:

- 1) Social Care
- 2) Education Welfare Service
- 3) School Nursing Service
- 4) Community Paediatrician
- 5) Speech and Language Therapy
- 6) Physiotherapy
- 7) Occupational Therapy
- 8) SENAAT
- 9) Gilbrook Outreach/ Ellary Park Outreach
- 10) Diabetic Nurse
- 11) Educational Psychologist

Arrangements for partnership with parents/carers

- ❖ Staff and parents/carers will work together to support pupils identified as having additional needs.
- ❖ Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENDCo will attend this meeting if the school or the parent thinks this is appropriate.
- ❖ At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable.
- ❖ Parents/carers are invited to contribute to the review process of IPs and given a copy at the meeting.
- ❖ Ideas and materials for supporting learning at home will be discussed with parents/carers.
- ❖ Reading groups are established and reading support is used throughout the school. The weakest 20% of readers in each class receive daily individual reading support.
- ❖ Parents/carers evenings provide termly opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request and informal meetings after school are always welcomed through our open door school policy.
- ❖ Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher, or if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Terminology, Imagery and Disability Equality

- ❖ We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy. (Refer to school VLE for policy)
- ❖ We promote positive images of people with disabilities.

Evaluating the success of the Schools SEND and Inclusion Policy

- ❖ Every year, we analyse the data we have on the percentage of our pupils with below age related expectations at the end of their key stage, compared to the percentage in local authority and National data.
- ❖ A reduction in the percentage of children with very low attainment.
- ❖ We report progress to the governing body termly. The SENDCo provides information to the governing body as to numbers of pupils receiving special educational provision. The number of pupils transferring to or from each type of provision is also noted. Our SEND Governor liaises with the SENDCO to discuss current issues and also visits the school termly to see the SEND children working. The Headteacher will report on any whole school developments in relation to inclusion at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.
- ❖ At Ss. Peter and Paul Primary School we use provision mapping to show how we allocate resources and interventions for each child on our SEND register. Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.
- ❖ Percentage targets are set for children to achieve Age Related Expectation (ARE) at the end of each Key Stage. Additional outcomes are set for children identified as having additional needs (these pupils are placed on the SEND or Catch-Up Registers). These outcomes aim to diminish the difference between children with additional needs and those without.
- ❖ We aim to ensure that all pupils achieve at least ARE by the end of Key Stage 2. Our success in all these areas is evaluated annually and reported to parents/carers and the school Governing Body.
- ❖ The policy itself will be reviewed annually by the Senior Management team and SEND Governor.

Dealing with complaints

- ❖ If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCo, who will try to resolve the situation.

- ❖ If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- ❖ Any issues that remain unresolved at this stage will be managed according to the schools *Complaints Policy*. This is available, on request, from the school office.

Appendix A Glossary

A.D.H.D.	Attention Deficit and Hyperactivity Disorder
ADD	Attention Deficit Disorder
A.S.C	Autistic Spectrum Condition
CAMHS	Child and Adolescent Mental Health Service
CLA	Children Looked After (in Education Services)
COP	Code of Practice - A guide to schools and L.E.A.s about the procedures they follow to support the children with SEN. Schools and LEAs must have regard to the code when they deal with a child with S.E.N.
EAL	English as an Additional Language
EHCP	Education Health and Care Plan
EP	Educational Psychologist
ESWO	Educational and Social Welfare Officer
FSM	Free School Meals
INSET	Training for teaching and non-teaching staff working at the school
IP	Individual Plan
I.T.	Information Technology
LA	Local Authority
MLD	Moderate Learning Difficulties
ODD	Oppositional Defiant Disorder
OT	Occupational Therapist
SALT	Speech and Language Therapy
SEND	Special Educational Needs and Disability
SENCO	The Special Needs Coordinator in school
SENAAT	Special Educational Need Advisory and Assessment Team
SLT	The Senior Leadership Team of the school
PP	Pupil Premium
SpLD	Specific Learning Difficulty