SEND Policy

*We honour God through our actions*



Priory RC Primary School

St Catherine’s Road

St Marychurch

Torquay

TQ1 4NZ

**Governors’ Committee Responsible**: **Curriculum Committee**

**Governor Lead:** **Mrs Bridget Williams**

**Nominated Lead Member of Staff**: **Mrs Lorraine Dudman**

**Status & Review Cycle: Statutory**

**Date Reviewed: July 2021**

**Next Review Date:** **July 2022**

*“There is a variety of gifts but always the same Spirit; the particular way in which the Spirit is given to each person is for a good purpose” (1 Corinthians 12)*

*RRSA*

**Article 2** (without discrimination) The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from. **Article 3** (best interests of the child) The best interests of the child must be a top priority in all actions concerning children.

**Rationale:**

The Catholic faith is the foundation of our school life. We believe that each child has individual talents and needs. We seek to teach every child to discover and develop these talents. All children are entitled to have access to a broad, balanced and relevant curriculum, which is differentiated to meet their individual needs and affords them the opportunity to achieve their personal potential. It is very much part of the whole school approach where all children are recognised and valued for themselves, where high expectations are the norm and where each child’s self-reliance and self-esteem is fostered in a warm and caring atmosphere.

Whilst the general aim of the school is to assist all children in learning; to identify and meet their personal needs, it is recognised that some children will require extra support to achieve this.

The school recognises that children need to be part of the learning process, to know they are listened to and their views are valued. It believes that encouraging children to have a commitment and voice in their education has a positive effect on raising achievement.

# Objectives

1. To identify and provide for pupils who have special educational needs and additional needs and ensure their needs are met.
2. To enable these children to reach their full potential and be included fully in their school community
3. To work within the SEND Code of Practice, 2014.
4. To operate a “whole pupil, whole school” approach to the management and of support for special educational needs.
5. To maintain effective communication between parents and the school to ensure parents are informed of their child’s special needs and provision
6. To seek and take into account the views of the children.
7. To promote an effective partnership between the school and outside agencies
8. To provide support and advice for all staff working with special educational needs pupils.

The variety of children’s needs is met through flexible and varied provision. Such provision enables children with SEN and disabilities, at any stage, to have the same opportunities of access to the full curriculum, with modification and support as necessary, and to all facilities and activities as those children not experiencing SEND. **Every teacher is a teacher of every child or young person including those with SEN.**  We believe that quality first teaching is an entitlement of all children in our school and many children who have additional needs will make excellent progress if they have access to high quality teaching within a supportive, compassionate environment that not only holds high aspirations but has provision in place to achieve these.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-

25 (2014) 3.65 and has been written with reference to the following guidance and documents:

* Equality Act 2010: Advice for schools DfE Feb 2013
* SEND Code of Practice 0-25 (2014)  The Children and Families Act 2014
* Statutory Guidance on Supporting pupils at school with medical conditions April 2014
* Safeguarding Policy
* Accessibility plan
* The School Development Plan
* Teachers Standards 2012

This policy was created by the schools SENDCo with the SEND Governor in liaison with the SLT and staff and pupils with SEND. It is reviewed annually by the SENDCo and amendments are agreed with the SEND Governor prior to being ratified by the Governors.

# The Special Educational Needs Co-ordinator

The SENDCo, Mrs Lorraine Dudman, has management responsibility for Special Educational Needs and Disabilities, she joins the Schools Senior Leadership Team for matters related to school improvement and pupil performance. Mrs Bridget Williams is the governor with special interest in SEND.

The SENDCo is responsible for co-ordinating the provision of education for pupils with SEND. The SENDCo co-ordinates and organises the amount and type of support for individual children according to their needs. The SENDCo updates the special needs register termly as the children’s progress and needs are reviewed and diagnosed. She works with the School Admin Team to ensure that this information is recorded on SIMS.net.

The school employs two staff who support lead on the delivery of Trauma Informed Practice and pastoral support in addition to Teaching Assistants who work with specific children.

The Governing Body agrees with the LA admissions criteria which does not discriminate against children with SEN or disabilities, and its admission policy has due regard for the guidance in the SEN Code of Practice.

# Identifying Special Educational Needs

The current SEND Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

Identification of SEND is achieved from the evidence a school acquires through a variety of means. These include:

* Before entry to school the foundation stage teacher carries out home visits or meets with parents to discuss their children and their specific needs.
* On entry to the school, at the foundation stage, a child may already have reports, which are passed on from a variety of outside agencies including health visitors or may have already been identified as having SEN.
* Identification by the class teacher when a child is failing to make the progress one might expect through either a differentiated curriculum or in respect to the behaviour code.
* Continual and formal assessment enables the school to consider the individual child’s attainment and progress in comparison to their age.
* Should it be considered appropriate to look more closely at a child’s specific needs an informal assessment will be carried out by the SENCO or a formal assessment by the Educational Psychologist.
* School records forwarded by other schools when a child transfers.
* External agency input and information.

The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. At Priory Roman Catholic Primary School, we identify the needs of individuals by considering the needs of the whole child which will include not just the special educational needs

The following factors may impact on progress and attainment but may not be considered as SEND:

* Disability (the Code of Practice 2014 outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation)
* Attendance and Punctuality
* Health and Welfare
* English as an Additional Language (EAL)
* Being in receipt of Pupil Premium Grant
* Being a Looked After Child
* Being a child of a Serviceman/woman

Any concerns related to a child’s behaviour will be recognised as an underlying response to a need which the school will identify clearly taking into account the child’s needs and circumstances.

**Broad areas of need**

# Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

# Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

# Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

# Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

## A graduated approach to SEN support

The school is committed to the early identification of SEN and adopts a graduated response to meeting special educational needs in line with the current Code of Practice:

This SEN support should take 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 pupil in making good progress and securing good outcomes.

# Assess

In identifying a child as needing SEN support the class or subject teacher, working with the SENDCO, should carry out a clear analysis of the pupil’s needs. This should draw on the teacher’s assessment and experience of the pupil, their previous progress and attainment, as well as information from the school’s core approach to pupil progress, attainment, and behaviour. It should also draw on the views and experience of parents, the pupil’s own views and, if relevant, advice from external support services.

# Plan

Where it is decided to provide a pupil with SEN support, the parents willbe formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. The information set out in 6.39 of the SEN Code of Practice 2014 should be readily available to and discussed with the pupil’s parents.

# Do

 The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. Interventions will be recorded using the school’s online reporting systems. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO should support the class or subject teacher in the further assessment of the child’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

**Review** The effectiveness of the support and interventions and their impact on the pupil’s progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil’s needs. The class or subject teacher, working with the SENDCO, should revise the support in light of the pupil’s progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil’s area of need, the school will consider involving specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

# Requesting an Education, Health and Care needs assessment

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority expects to see a range of evidence which is prepared by the school with the support of parents and other agencies/services.

## Managing pupils needs on the SEND register

Pupils on the SEN register are children who are in need of support in addition to, or different to their peers. The SEN register should be reviewed and updated on a termly basis by the school SENDCo.

The school uses three categories to determine needs on the SEND register;

1. Monitoring
2. School Support
3. Education, Health and Care Plan (EHCP)

**Monitoring**

These are children that teachers or parents have raised some concerns about. They may be stuck or falling behind in one or more areas of learning. They may have a temporary physical need or a long term chronic condition that could impact on their ability to engage fully in school life but is not currently. They may have experienced a traumatic event such as a family bereavement which is affecting their emotional wellbeing in the short term. The SENDCo along with the class teacher and the parents will monitor these children to ensure that they are able to continue to make progress without the need for support that is additional and different. This is to ensure that we respond to needs quickly and that early intervention is successful.

**School Support**

Some children will need support that is additional and different to the needs of their peers in order to ensure that they access the provision effectively and make expected progress. This may include short term interventions for example: NELI, Toe by Toe , lego therapy, maths interventions, use of additional resources such as coloured overlays or large print etc. These children will all have an individual support plan that sets out the short term targets to be achieved , the support and resources required to do this and the expected outcomes. Support plans are monitored termly and updated as required.

**EHCP**

These are children who have recognised complex needs whereby statutory assessment has taken place and provision agreed. These children may have an additional funding allocation to support the school in meeting their needs. This could be used to provide specialist equipment, additional adult support or to commission external providers.

## Supporting pupils and families

The school recognises that parents have a critical role to play in their children’s education and value the contribution they make. Parents are always consulted if their child is identified as having special educational needs and their views are sought. Parents are encouraged to discuss their child’s progress with the child’s teacher throughout the year and there are formal consultations during the spring term and summer terms when the child’s progress can be reviewed.

Where a pupil is receiving SEN support, the class teacher will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. This will be done through termly support plan meetings. It should provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil. The views of the pupil should be included in these discussions. This could be through involving the pupil in all or part of the discussion itself or gathering their views as part of the preparation. A record of the outcomes, action and support agreed through the discussion should be kept and shared with the school SENDCo and appropriate support staff. This record will be given to the pupil’s parents.

In addition to these support plan meetings parents will be invited progress meetings at parents evening three times a year ( termly) and the school will provide an annual report for parents on their child’s progress.

These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide essential information on the impact of SEN support outside school and any changes in the pupil’s needs.

 Where necessary, the SENDCO will advise and plan future interventions for the child in discussion with colleagues. The type of provision is varied according to individual needs, for example some children may require additional materials and others may require additional adult support. The SENDCO and class teacher decide whether additional remediation should be delivered individually or as part of a group, how much time should be allocated and what form it should take. This is then timetabled. The timetable will be flexible according to the progress of the individual. Varying levels of support are provided, which match as closely and effectively as possible to the identified needs of the children and the development of inclusive practice. The greatest amount of support is provided for those children with the highest level of need. Most provision is class based. Children are sometimes withdrawn for individual tuition consisting of short, focused interventions while being mindful of their full access to the curriculum.

The school has some information and support materials, which are available to parents and will inform them of the Local Authority Services where they can obtain information and advice they need.

If any parent has a concern or complaint they should meet with the class teacher or head teacher to solve difficulties and address any complaints. In the event of a dispute the school Governors, LA and head teacher will work closely with parents to resolve the matter.

All classes receive additional support from Teaching Assistants. The time allocated to each class reflects the level of support children with SEN require. The TAs are deployed flexibly so that they do not always work with children with SEN. They may work with a more able group to enable the class teacher to work with a group with greater need.

The school will ensure that appropriate material resources are provided to allow all children access to the National Curriculum. Additional resources are purchased or upgraded as necessary.

Children’s social and emotional well-being is addressed through the use of additional small group work using a range of evidence based strategies and approaches. The school has developed a trauma informed approach to working with all children and staff have had training in these approaches. Two staff were trained THRIVE practitioners.

Provision for children with disabilities is constantly under review by both the school and the LA with regard to the DDA. The school staff, Governors and LA produce strategic plans for disabled children to ensure reasonable improvements to both curriculum and physical access.

SEN provision is an integral part of the School Development Plan.

## Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be supported properly so that they have full access to education, 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 may also have Special Educational Needs may have a statement or Education, Health Care Plan (EHC) plan which brings together health and social care needs as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Please refer to the school’s policy for supporting pupils with medical needs.

## Resourcing

Each year the SENDCO carries out a SEN audit where immediate needs and developments are identified and from this she develops a two year+ action plan where needs are prioritised and tasks and resources are identified.

Funding is provided by the LA and from the general school budget.

## Monitoring, Review and Evaluation

The SEN Policy is subject to a regular cycle of monitoring, evaluation and review and is agreed by staff and Governors.

An annual review of the SEN SEF enables strengths and weaknesses to be identified and for weaknesses to be addressed in the School Development Plan.

The whole school assessment process, whilst assisting in the identification of SEN, also helps the school to look carefully at classroom organisation, teaching materials, teaching styles and differentiation to decide how these can be developed so that individual children can learn effectively.

Class teachers discuss individual children before they move classes to ensure continuity and progression. Relevant documentation about each child is kept in a folder and passed on to the new teacher.

Where a child has an EHCP a formal review is held annually. Both the parents and child are invited to attend and to express their views. Other professionals are invited as required to ensure that there is an accurate and holistic assessment of the child’s needs and progress.

The aim of the Annual Review in Year 5 is to give clear recommendations as to the type of provision required at the secondary stage in order for the Statement, or Education and Health Care Plan to be amended before transfer to secondary education.

In the case of a child transferring to secondary school the SENDCO of the receiving school is invited to the final review before transfer.

Where the school identifies a child who is in serious risk of disaffection or exclusion an interim review will be arranged.

For all children who have an Education and Health Care Plan the annual review report is provided for the Local Authority. If a child makes sufficient progress an EHCP will be discontinued by the Local Authority.

The governor with special interest in SEN regularly meets with the SENDCo to monitor and evaluate the success of the education provided to children with SEN. She attends the Governors Curriculum & Ethos committee meeting where updates to SEN practice in school and findings are reported to the full governing body on a termly basis. Any relevant issues related to SEND are included in the head teacher’s report to the governors.

## Training: Professional Development

Regular training of both teachers and TAs is considered to be an important part of school policy.

The SENDCO attends courses for her own development and according to the changing needs of the school. The SENDCo is a member of the Torbay SEND network and attends relevant training and meetings at least half termly. The school is a member of the CAST MAT Cluster and meets half termly with the SENDCos from the other CAST Schools.

The SENDCO, teachers or members of outside agencies may deliver SEN INSET according to the subject.

The SENDCO ensures the sharing of good, inclusive practice during staff meetings. She also provides related professional guidance to colleagues with the aim of securing high quality teaching for children with SEND.

Teachers and TAs attend outside courses according to identified training needs and/or new government or county training initiatives.

Behaviour management training is provided to all staff including teachers, TAs and lunchtime supervisory assistants.

The SENDCO meets with the TAs on a regular basis for both training and discussion. New members of staff are introduced to SEN policies and practices by the SENDCO as they enter the school. The governor with special interest in SEN is encouraged to attend relevant training.

## External Agencies

The school encourages close co-operation between all agencies and a multi-disciplinary approach to the resolution of issues.

The Educational Psychologist visits the school on a regular basis and advises on a number of issues. She helps to clarify problems and develop problem-solving strategies, advise on techniques of behaviour management and conduct specialised assessments. At the formal assessment stage the Educational Psychologist is involved in fully assessing a child’s special educational needs and planning for the future. The local CAST Cluster has bought collectively into the EP service as this provides better value for money and enables them to undertake joint training.

Other advisory teachers visit the school and offer support and advice.

Specialists from other agencies are consulted regarding appropriate ways of supporting children with specific difficulties e.g. Outreach Support from local Special Schools, Organisations within Children’s Services e.g. Early Help, CAHMS, Chestnut Outreach and Health e.g. Speech and Language Therapist, Occupational Therapist, Physiotherapist.

Where external agencies are involved with individual children who have statements, or Education Health and Care plans they are always invited to the annual review and to submit reports. They are also asked to contribute towards target setting for planned support meetings.

Some children with SEND and their families benefit from the coordination of multi-agency support through the submission of a Multi-Agency Safeguarding Hub ( MASH) referral.

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