

# Holy Rosary Catholic Primary School

## Special Educational Needs and Disability Policy (SEND)

*At Holy Rosary Catholic Primary School we strive to create a nurturing learning environment offering the correct support for all children and families where faith and individual potential can develop and grow.*

### Introduction

Holy Rosary Catholic Primary School fully recognises our responsibilities for children with Special Educational Needs and Disabilities. Our policy applies to all staff and governors working in our school.

All children at Holy Rosary have access to a broad and balanced curriculum where teachers have high expectations for all pupils. Staff at our school recognise the need for good quality inclusive teaching. We aim to meet the needs of all pupils, including those with Special Educational Needs and Disabilities (SEND) by recognising and responding to individual learning styles and needs. It is our duty to provide equal opportunities for every child in our care and a safe learning environment which caters to the needs of every child as an individual. Teachers are responsible for ensuring that every pupil accesses this entitlement. As a school, we aim to work alongside parents and make SEND provision for those who need it to enable children to fully participate in school life and reach their full potential.

### Our aims and objectives:

- To identify pupils requiring SEND provision as early as possible.
- To identify and provide for pupils who have special educational needs and additional needs in accordance with the SEN Code of Practice 2014.
- To operate a person-centred, whole school approach to the management and provision of support for special educational needs by consulting with parents, children and professionals.
- To provide support and advice for all staff working with special educational needs pupils.
- To provide high quality learning opportunities for children with SEN with a view to developing levels of achievement and maintaining a positive attitude to school life.
- To maintain regular contact with the SEN governor.

## Admission Arrangements

The admissions policy of Holy Rosary School applies equally to all children. Children with a SEN or disability, whose parents require for them a Catholic education, will be admitted provided that the physical environment of the school is suitable or can be adapted to suit the child's needs through liaison with the LA. The Admissions Policy and Arrangements is updated each year. Please refer to this document on the school website.

## Identifying Pupils with Special Educational Needs or Disability

The Code of Practice 2014 states:

'A pupil or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A pupil of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'

The Code of Practice identifies four broad areas of need:

1. Communication and language
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

These areas of need are to help us plan provision. Pupils can have needs across areas and this is recognised in our provision mapping. Identification of a specific type of need does not necessarily mean a plan of support is put into place. We put support in place only when we feel it would be beneficial to a child's development. At our school, we consider the needs of the whole pupil, which will include things that are not necessarily SEND but will also impact on a pupil's progress and attainment -

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium

- Being a pupil of a serviceman/woman

Parents are part of the whole identification process and if school decides that additional and different provision is necessary for the pupil to make progress, the child will be placed on the SEN register and SEN support will be put into place.

### The Graduated Approach

The process for implementing SEN support is described in The New Code of Practice as the Graduated Approach and has four stages.

#### Assess

School will gather all information available concerning the identified child to gain an accurate picture of the child's needs. This could include teacher, pupil, parents, SENCO and outside agencies and will provide information such as attainment, learning styles and projected targets.

#### Plan

A Pupil Profile and Support Plan will be put into place to outline strategies that will be used in order to achieve specific outcomes. These plans will include:

- Quality first inclusive teaching approaches that are effective in enhancing the pupil's learning.
- Proven interventions to achieve specific targets - and how they will be delivered and monitored.
- Any focused support from a teaching assistant in class. This should be purposeful, with the ultimate aim to develop the pupil's independence and maximise pupils contact with the class teacher.
- Resources to ensure access to curriculum or environment.
- Suggestions as to how the parent and / or pupil can contribute to the plan.

#### Do

Once pupils have a support plan, this becomes a working document which can be annotated on a regular basis to show progress towards outcomes and new targets set. Adjustments can be made as necessary. The class teacher manages the plan and actions and is accountable for the outcomes. Any concerns the class teacher has over the plan will be discussed with the SENCO.

#### Review

Termly reviews with class teacher and / or SENCO will take place with parents to review outcomes of support. Interventions will be evaluated along with views of the pupil and parents. The plan may be adapted or a new one devised to enable the pupil to achieve their next steps in learning.

At the review, further options may be put into place if a pupil is not making the expected progress or achieving outcomes on their support plan.

- Advice or assessment may be requested from external agencies to help school put in place different / more appropriate support for the pupil.
- Multi-agency support may be initiated through the Common Assessment Framework (CAF).

- Top up funding may be requested from the LEA if the cost of support goes beyond the £6000 threshold provided by schools. This is accessed by the SENCO completing a high level needs funding application showing an action plan for the pupil that is likely to succeed.
- Parents and / or school can apply for an Educational Health Care Assessment if the pupil is still not making progress, despite school taking a graduated approach with relevant actions and SEN support over time. At this point school would demonstrate that we have made effective use of all the resources available to us.

#### [Managing the SEND Register: Tracking Progress](#)

- We track progress of all pupils and record the level they are working at, at the end of each term. Each term, parents are informed of their child's progress. In the Autumn and Spring terms this is through meetings with the class teacher and in the Summer term through the annual school report. Any child not making progress is highlighted and immediate catch up interventions are put into place.
- Children with SEN are tracked in the same way. Individual support plans are reviewed termly and interventions are evaluated. Parents are given the opportunity to discuss their child's progress and support in two additional meetings with the SENCO. These take place in the Autumn and Summer terms.
- Alternative methods of tracking progress are available in school. These methods are used to track progress outside of academic attainment and also to identify progress for pupils making very small steps.
- The SENCo provides the governors with regular summaries of the impact of the policy on the practice of the school.

#### **Partnership with Parents**

Sefton's Local Offer website ([www.sefton.directory.co.uk/localoffer](http://www.sefton.directory.co.uk/localoffer)) provides families and professionals with accessible information about the local services and support available to children and young people age 0-25yrs who have special educational needs and / or a disability. There is a link to this site on our school website.

On our school website, parents can also access our [SEN Information Report](#). This outlines how the government's new approach to SEN provision in the Code of Practice 2014 is implemented in our school. It forms our school's local SEN offer of all services available to support disabled children and children with SEN and their families.

As detailed above, parents are kept informed and are involved at all stages of the graduated approach.

#### **Pupil Participation**

Pupils are fully involved in the target setting process and advised as to how they can take responsibility for their own learning. Pupils are asked to contribute by indicating how they feel they are progressing and what helps them in their learning.

### **Supporting Pupils with Medical Conditions**

Holy Rosary recognises that pupils at school with medical conditions should be properly supported 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 Holy Rosary will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs and may have a statement or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their educational provision in accordance with the SEN Code of Practice 2014.

Arrangements in place to support pupils at our school with medical conditions are outlined in [Supporting Children at School with Medical Conditions, including Medicine Policy](#). Any pupil with a medical condition requiring medication or support in school should have an Individual Healthcare Plan (IHP) which details the support that child needs. If the parents, healthcare professional and school agree that a healthcare plan is inappropriate, a record of the child's medical condition and any implications for the child will be kept in the child's individual record.

### **Monitoring and Review**

The SENCO monitors the progress or barriers to learning of children on the SEN register. She provides staff and governors with regular summaries of the impact of our policy on the effectiveness of our SEND provision.

The SENCO is involved in supporting teachers in preparing SEN Support plans for the children in their class. The SENCO and the Head Teacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs hold termly meetings.

The SENCO regularly requests parental and pupil views in evaluating the quality of SEN provision in school.

The evaluation and monitoring arrangements outlined above promote an active process of continual review and improvement of provision for all pupils at Holy Rosary.

The governing body will review this policy every two years, or sooner if necessary, or in response to changes in national SEN policy.

### **Allocation of Resources**

The SENCO is responsible for the operational management of any special needs resources that are needed within the school, including the provision for pupils with a Statement of Special Educational Needs / Education Health Care Plan (EHC).

The Head Teacher will inform the governing body of how the funding allocated to support special educational needs is to be used, e.g. staffing, resources and equipment.

Top up funding may be requested for individual pupils from the LEA if the cost of their support goes beyond the £6000 threshold provided by schools. This is accessed by the SENCO completing a high level needs funding application showing an action plan for the pupil that is likely to succeed.

## **Training**

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

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

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENCO and other identified members of staff attend courses in order to increase their expertise and knowledge with regard to SEN. The SENCO also attends termly network meetings.

### Roles and Responsibilities

The roles of staff with SEND responsibilities are outlined below:

#### Class teacher

The class teacher is responsible and accountable for providing Quality First Teaching including:

- High quality teaching which is differentiated to each pupil's individual need
- Adapting the learning environment to meet individual needs
- Monitoring the progress of pupils and identifying, planning and delivering any additional support/intervention
- Devising and updating SEN Support plans to prioritise and focus on the next steps required for individual pupils to make progress

#### SENCO Claire Spalenice

The SENCO is responsible for:

- Co-ordinating provision for children with SEN, including exam access arrangements.
- Developing the school's [SEND policy](#).
- Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- Monitoring progress and effectiveness of provision.
- Ensuring that parents are involved in supporting and reviewing their child's learning and are consulted at transition times.

### Headteacher Catherine Morris

The Headteacher is responsible for the day to day management of all aspects of the school, including the provision made for pupils with SEN.

### SEN Governor Lisa Backstrom

The SEN Governor is responsible for supporting the school to evaluate and develop the provision made for pupils with SEN across the school.

### Governing body

The governing body aims to secure the necessary provision for any pupil identified as having special educational needs and disabilities. The governors have a duty to make provision for pupils with special educational needs and disabilities and they will consult the LEA and other schools when appropriate. The governing body admits pupils with special educational needs and disabilities into school in line with the school's agreed admissions policy. The governing body has regard for the Code of Practice when carrying out its duties towards all pupils with special educational needs.

### School Nurse Ruth Swanson

Parents are informed by newsletter and by the school website of when the School Nurse is available to see parents in school. The School Nurse's role includes:

- Being the first point of contact for parents who need health advice or information. This may involve assessing individual needs, offering care or referring on to other services.
- Supporting pupils with ongoing or specific health needs in the school environment.
- Initiating and supporting activities for promoting good health across the school.

### **Storing and Managing Information**

Class teachers will keep copies of SEN Support plans, information and assessments relevant to their day to day teaching of each pupil. Confidential information, e.g. outside agency reports, medical reports will be stored securely within school. When pupils leave Holy Rosary, SEND documents are transferred to their new school and the SENCO maintains copies of SEND records in line with school policy.

### **Accessibility**

Holy Rosary has an [Accessibility Plan](#) which has been drawn up in compliance with current legislation and requirements as specified in the Equality Act 2010. The school's Accessibility Plan is aimed at:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

The Accessibility Plan is reviewed by the Governing Body every 3 years.

As a school we are happy to discuss individual access requirements and liaise with the LA regarding adaptations to be made.

### **Safeguarding**

Holy Rosary states clearly that all forms of bullying and discrimination are unacceptable and will not be tolerated. We have a [Behaviour Policy](#), [Anti-bullying Policy](#) and [E-Safety Policy](#) in place to mitigate the risk of bullying of vulnerable learners.

All teaching and non-teaching staff are aware of their responsibilities with regard to the protection of children from abuse and from inappropriate and inadequate care, and are committed to responding in all cases where there is concern. Staff recognise that certain groups of children are more vulnerable to abuse and exploitation. This includes children with special needs. Our [Child Protection and Safeguarding Policy](#) details how we provide a safe and secure environment and promote the welfare of all children in our care.

### **Complaints**

Parents wishing to discuss any aspects of their pupil's progress should, in the first instance, make an appointment to speak with the class teacher. If they wish to pursue the matter further they should speak to the SENCO or Head Teacher. Parents have the right to make a formal complaint in writing to the Chair of Governors or to the Local Authority if they are dissatisfied with school provision. Further information is outlined in school's Complaints Policy.

Date: October 2015

C Spalenice (SENCo)

Review Date: October 2017