Our Lady and St John's Catholic Primary School
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Special Educational Needs Policy

Policy Start Date	Policy Review Date	Frequency
Autumn 2024	**Autumn 2025**	**Annual**

Designated SENCO	SEN Governor
Dawn Whitehouse	**Carol Gaughan**

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Equality Act 2010
- Education Act 2011
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation are also related to this policy:

- Quality Standards for Special Educational Needs (SEN) Support and Outreach Services (DCSF)
- School Admissions Code (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations who work with and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (DfE)
- The Statutory Framework for the Early Years Foundation Stage (DfE)
- Working Together to Safeguard Children (2013) (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Reasonable Adjustments for Disabled Pupil(2012) (Equality and Human Rights Commission)
- Supporting Pupils at School with Medical Conditions (2014) (DfE)

We wish to comply with the Special Educational Needs and Disability Code of Practice: 0 to 25 Years, the Statutory Guidance for Organisations who work with and support Children and

Young People with Special Educational Needs and Disabilities and with sections 29, 34, 35, 66, 67, 68, 69 and 100 of the Children and Families Act 2014.

We have a duty to provide appropriate SEN provision for children and young people in order to meet their needs. It is also our duty to 'make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEN provision is made for them.' We must ensure that under no circumstance will we directly or indirectly discriminate against, harass or victimise disabled children or young people.

We believe that… 'Children have special educational needs if they have a learning difficulty, which 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: or
- have a disability which 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 education authority
- are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them

Special educational provision is 'additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority, other than special schools, in the area.' (Education Act 1996)

When organising additional support it is very important that we provide children with special educational needs and disabilities (SEND) a broad and balanced curriculum with regular access to all subjects and areas of learning. We believe that children with SEND should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

We believe we provide high quality teaching that is differentiated and personalised and that meets the needs of children and young people. We have high ambitions, set challenging targets, and track the progress of all pupils.

We will ensure that teachers and teaching assistants are prepared for dealing with the challenges and complex difficulties posed by children with SEND by providing structured training on a variety of SEND issues. We believe teachers are responsible for children's learning and that teaching assistants will be used effectively to provide the necessary support for children with SEND within the classroom.

We are aware that depending upon their age and understanding we must discuss with pupils with SEND any decision that might affect them.

It is our intent to provide every child with the best education possible. Our objective in setting out the school's SEND policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

We cater for pupils who experience difficulties in:
- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

The school has full provision for pupils who are disabled.

We strongly endorse both the Equality Act 2010 and the School Admissions Code of Practice by ensuring that all applications to this school from parents of children who have SEND will be considered and treated fairly and in line with current guidance.

We are aware that current statistics clearly show that children with SEN or with a disability have a significantly high risk of being verbally abused or physically assaulted on either a daily or weekly basis by other children as they appear to be an easy target.

We work hard to create and maintain a school environment of positivity where all children are taught to embrace and value difference.

We realise that in many cases that pupils with SEND do not realise they are being bullied; so therefore we have in place a bullying and awareness programme, which shows them how to realise when they are being bullied and how they can deal with it.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims and Objectives

We aim:

- To have due regard to the Special Educational Needs and Disability Code of Practice.
- To identify pupils with special educational needs and disabilities as early as possible and ensure their needs are met.
- To have in place systems whereby teachers are aware of such pupils.
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To have high ambitions and expectations for pupils with special educational needs and disabilities.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, local authority and outside agencies.
- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in school life.
- To create and maintain a school environment of positivity where all children are taught to embrace and value difference.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Role of the Governing Body

- appointed a member of staff to be the Special Needs Co-ordinator (SENCo);
- responsibility for ensuring the SENCo will hold a 'National Award in Special Educational Needs Co-ordination';
- responsibility for ensuring the SENCo is allocated time to undertake the demanding role of SENCo;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- to ensure that provision of special educational needs is of a high standard;
- responsibility for ensuring pupils with SEND have access to all activities;
- responsibility for ensuring pupils with SEND have access to all school facilities;
- due regard to comply with the SEN Code of Practice when undertaking its responsibilities;
- responsibility for having in place an admissions policy;
- responsibility for admitting any child whose statement names the school; where the needs of the child can be met.
- responsibility for publishing a SEN information report (Local Offer)
- responsibility for having in place an accessibility plan outlining what improvements need to be made to the school facilities so that disabled pupils can access the curriculum;
- responsibility for regularly reviewing funding for resources;
- responsibility for ensuring that the school complies with all equalities legislation;

- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- make effective use of relevant research and information to improve this policy;
- nominated a link governor to:
  - ☐ visit the school regularly;
  - ☐ work closely with the Headteacher and the SENCO;
  - ☐ ensure this policy and other linked policies are up to date;
  - ☐ ensure that everyone connected with the school is aware of this policy;
  - ☐ attend training related to this policy;
  - ☐ report to the Governing Body every term;
  - ☐ responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of SEND provision is effective;
- work closely with the SENCO, the link governor and the teaching and support staff;
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEND;
- ensure that all relevant school personnel receive the appropriate information regarding the special needs provision for pupils with SEND;
- inform parents when SEND provision has been made for their child;
- be responsible for supervising the statutory assessment and annual review process for pupils with SEND;
- ensure all pupil records are sent to and received by schools that pupils with SEND transfer to;
- monitor the quality of teaching for pupils with SEND;
- monitor the progress made by pupils with SEND;
- agree with the Local Authority the school's arrangements for assessing and identifying pupils as having SEND as part of the Local Offer;
- publish SEN information report on the school's website updating stakeholders of how the school's offer is administered;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by checking to see if:

- ☐ pupils with SEND are making sufficient progress appropriate to their ability
- ☐ school personnel have high expectations of pupils with SEND
- ☐ appropriate provision is in place
- ☐ differentiation is put into practice
- ☐ the pupil tracking system is effective

- annually report to the Governing Body on the success and development of this policy.

Role of the Local Authority

The Local Authority has a statutory duty to develop and publish a Local Offer which gives 'information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', Local Authorities should include provision which they believe will actually be available.'

Role of the Special Needs Co-ordinator (SENCO)

- have the 'National Award for Special Educational Needs Co-ordination' qualification or relevant experience;(NASENCO)
- ensure the detailed implementation of support for children with SEND;
- ensure the implementation of this policy;
- ensure all school personnel understand their responsibilities to children with SEND;
- work with the Headteacher to oversee the day to day provision for pupils with SEND within the school including those with education, health and care (EHC) plans;
- ask the Local Authority, if necessary, to conduct an education, health and care needs assessment for a child with the parents' permission;
- identify the barriers to learning and what special educational needs provision that a pupil requires;
- provide advice and teaching strategies to teachers and support staff;
- inform parents of their child's special educational needs;
- provide awareness training for parents;
- arrange meetings for parents with the school nurse, external support teachers or the educational psychologist;
- organise in-house and external support for a pupil with SEND;
- monitor this support;
- keep parents up to date with the special educational needs provision for their child;
- ensure pupils with SEND have full access to the curriculum;
- ensure pupils with SEND are included in all school activities and events;
- ensure pupils with SEND take part in extra-curricular activities;
- arrange for key workers to be allocated to pupils with SEND so that pupils can talk about any difficulties or concerns that they may have;
- lead the development of SEND throughout the school;

- arrange in-service training for school personnel and governors;
- help select, train, organise and manage a team of learning support assistants (LSAs);
- prepare and keep up to date Individual Education Plans (IEPs);
- undertake classroom observations;
- ensure differentiated teaching methods are being used;
- track the progress of children with SEND;
- maintain records of all children with SEND;
- use provision maps to give an overview of programmes and interventions that have been used with different groups of pupils and to monitor the levels of intervention;
- keep up to date with new developments and resources;
- make effective use of relevant research and information to improve this policy;
- liaise with parents;
- organise annual reviews;
- meet with outside agencies;
- work with feeder or transition schools before a child moves into another setting to plan and prepare for transition;
- provide information for the SEN Information Report;
- review and monitor;
- annually report to the Governing Body on the success and development of SEND.

Class teachers will:

- be responsible and accountable for the progress and development of the pupils they teach;
- have high expectations of pupils with SEND;
- be aware of the school's policy for the identification and assessment of pupils with SEND and the provision it makes for them;
- work closely with the SENCO;
- be well informed of the special needs, medical conditions and the Education, Health and Care needs of the pupils that they teach;
- implement any advice and teaching strategies given by the SENCO;
- provide high quality teaching for all pupils;
- deliver the individual programme for each SEND pupil;
- include pupils with SEND in all class activities;
- ensure their planning includes differentiation;
- set challenging targets;
- track and monitor the progress of all pupils;
- inform the SENCO of any identified barriers to learning and lack of progress of pupils;
- liaise with parents of pupils with SEND to update them of the progress of their children;
- suggest ways that parents can support their children at home;
- undertake appropriate training on induction;
- identify any additional training needs they require;

Teaching assistants will:
- work closely with the SENCO and class teachers;
- provide support for individual or groups of pupils with SEND;
- provide in- class and out of class catch up literacy and numeracy support for pupils;
- assist in the preparation of lessons;
- monitor pupils progress;
- provide feedback to teachers and the SENCO;
- attend appropriate training;

Role of External Support Agencies
- be line managed by the SENCo;
- work closely with the SENCo, class teachers and LSAs;
- work with pupils with an EHCP to meet their objectives;
- develop planning for teachers and LSAs;
- undertake continuous pupil assessment;
- keep up to date pupil records;
- develop support materials;
- provide in-house training on specific topics;
- meet regularly with the SENCo, teaching staff and parents.

Role of External Specialists
We may seek the advice and support from the following external specialists if a pupil continues to make less than expected progress:
- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Hearing impairment
- Vision impairment
- Multi-sensory impairment
- Speech and language therapists
- Occupational therapists
- Physiotherapists

Role and Rights of Parents
We encourage parents to:

- work closely with the school in order to develop a partnership that will support special educational needs pupils.
- be aware of their child's targets and their progress towards them;
- take part in the review of targets;
- attend and take part in annual reviews;
- consider requesting an Education, Health and Care needs assessment;

- be aware of the Local Authority's Information, Advice and Support Service.

Role and Rights of Pupils
We encourage pupils with special educational needs to understand their rights and to take part in:
- assessing their needs;
- setting learning targets;
- the annual review

Assess, Plan, Do and Review
We feel it is vital that pupils with special educational needs are identified at an early stage. Every teacher in this school is responsible for identifying pupils with special educational needs.

We will inform parents at the earliest opportunity of the school's concerns and to work in partnership with them to establish the support the child needs.

We will adopt a graduated approach coordinated by the SENCO and using the following four stages of action: **Assess, Plan, Do and Review.**

Parents will be informed of and involved in all four stages.

Assess
- Working with the SENCo and the child's parents, an analysis of the child's needs will be undertaken by the Class teacher when trying to identify what SEN support is required.
- Support is put into place and is reviewed regularly to ensure that the support is matched to need.
- More specialist assessment will take place if there is no improvement in the child's progress.
- This will be organised by the SENCo with the agreement of the parents.

Plan

- When it has been decided to provide SEN support all parties will decide:
  - ☐ the expected outcomes
  - ☐ what interventions and support is needed
  - ☐ the expected impact on progress, development or behaviour
  - ☐ on a review date
- Plans will take into account the views of the child.
- Parents will reinforce the provision by contributing to progress at home.

Do

- The SENCo and the Class teacher oversee the implementation of the interventions as part of the agreed SEN support.
- The Class teacher supported by the SENCo assesses the child's response to the action taken.
- The SENCo offers continuous advice on the effective implementation of support.

Review
- The effectiveness of the support and its impact on the child's progress is discussed at the review meeting which is attended by the SENCo, the Class teacher and the child's parents
- The views of the child are also taken into consideration at this meeting.
- In light of the child's progress and development, changes to the outcomes and support will be agreed by all concerned.
- A cycle of review meetings will continue with all parties attending in order to identify the best way of securing good progress.
- All parties will agree to any specialist involvement if a child continues to make less than expected progress.
- An Education, Health and Care assessment may be requested if a child continues not to make the expected progress despite the amount of support and intervention that has been given.
- If a child has an Education, Health Care Plan the Local Authority must undertake a review annually.
- Detail records will be maintained by the SENCo, which will be available to the child's parents.

Medical Conditions
We have a duty under the Children and Families Act 2014 to support pupils with medical conditions. We are aware that individual education healthcare plans (EHCPs) will state the type and level of support required to meet their medical needs.

Record Keeping
Accurate and up to date records will be kept that provide:
- evidence tracking data of pupil progress
- evidence of outcomes and planned next steps
- details of additional support or different provision made under SEN support
- details of the involvement of specialists
- evidence of involvement with parents
- evidence that shows a rigorous approach to the monitoring and evaluation of any SEN support provided

Range of Provision
The school aims to provide a variety of provision by way of:

- Quality First Teaching (Wave 1)
- In-class support either individually or in small groups with specialist teachers and TAs (Wave 2)
- Withdrawal support either individually or in small groups with specialist teachers or TAs (Wave 3)

Equality and Inclusion
We have the responsibility to:
- prevent discrimination;
- promote equality of opportunity;
- promote disability equality;
- foster good relations;
- regularly review and evaluate the breadth and impact of the support that we offer or have access to;
- co-operate with the Local Authority in reviewing the provision that is available locally and in developing the Local Offer;
- work with other local authorities to investigate how different needs can be met more effectively;
- include pupils with SEND into all school activities;
- monitor the number of extra-curricular activities that they take part in.

Partnerships
We believe that a close partnership with parents will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child.

Pupils with special educational needs will benefit from the school's close working relationship with the numerous external support agencies, which offer advice and support.

We feel that the provision for special educational needs in this school will benefit from the close links we have with other schools by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

Admissions
We will:
- treat all applications equally and we will not discriminate against pupils with SEND;
- admit those children with special educational needs but who do not have an EHC Plan;
- consider all applications that have an EHC Plan;
- not refuse to admit a child on the grounds that they do not have an EHC Plan.

Curriculum
The school aims to provide for pupils:
- a broad and balanced curriculum
- a curriculum which is differentiated to their needs
- a range of teaching strategies to meet their needs

Celebration of Achievements
We will regularly celebrate the achievements of all children in all curriculum areas and in all aspects of school life.

Complaints Procedure
Parents who have a grievance or complaint about the nature or amount of special needs support that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue.

The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and schools about the special educational provision made for their child.' (SEN Code of Practice)

SEN Information Report
Annually we will publish information about the implementation of the policy for pupils with SEND which will be set out in clear and straightforward language and easily accessible to parents and young people. See report.

Training
All school personnel and governors:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:

  - ☐ the SEN/D Code of Practice
  - ☐ the Graduated Approach
  - ☐ Inclusion
  - ☐ Differentiation
  - ☐ Pupil tracking
  - ☐ Working with pupils with SEN
  - ☐ Safeguarding and Child Protection
  - ☐ Intervention programmes

- receive periodic training so that they are kept up to date with new information

- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Awareness training will be provided by the SENCo and by support teachers on specific topics and concerns.

Equality Impact Assessment
Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy
The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Headteacher:		**Date:**	**Autumn 2024**
Chair of Governing Body:		**Date:**	**Autumn 2024**