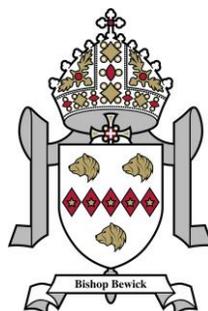


St Cuthbert's Catholic Primary School Walbottle



SEND Policy

At St Cuthbert's we live and learn in faith and love,
through Jesus' teachings.

Our school is a place where we can grow as a family,
helping each other to lead full and happy lives.

Consultation that has taken place	
Date Formally Approved By Governors	15 September 2021
Date policy Became Effective	16 September 2021
Review Date	November 2022
Person Responsible for Implementation and Monitoring Policy	HT ✓ Govs ✓

The SEND policy should be read in consultation with the Accessibility Plan Parents/Carers' SEN Information Report.

Coordination of SEND Provision

The SENCo in School is Mrs Sarah Walsh

Mrs Walsh has been in the role at St Cuthbert's Catholic Primary School since September 2018. Mrs Walsh is also the Deputy Head Teacher and a member of the Senior Leadership Team. She completed the National Qualification for SENCO and qualified in December 2020.

If you wish to contact the SENCo to discuss any concerns regarding your child please telephone the school office on 0191 267 5956

The governor responsible for SEN is Christine Hetherington.

The link governor for SEN will liaise with the SEN Coordinator on a termly basis. The SEN Coordinator will provide the link governor with reports as necessary.

The designated members of staff responsible for child protection are Mrs Colette Barrett, Miss Sarah Patterson and Miss Amy Brown.

The designated members of staff responsible for managing pupil premium are Mrs Colette Barrett (Headteacher) and Miss Naomi McGregor.

The designated member of staff responsible for looked after children is Mrs Colette Barrett.

SEN and Disability Policy

Rationale

At St Cuthbert's Catholic Primary School, every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which consider their varied life experiences and particular needs.

St Cuthbert's Catholic Primary School is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning by detecting those areas where children have special needs and to provide for them appropriately.

Objectives

- To ensure equality of provision for pupils with special educational needs (SEN) and disability
- To take into account legislation related to SEN and Disabilities , including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Keeping Children Safe in Education 2016, Supporting pupils at school with medical conditions 2014
- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEN to achieve their potential
- To ensure parents / carers are fully engaged in decision making
- To take into account the views, wishes and feelings of pupils
- To provide advice and support for all staff working with pupils with SEN
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN

Admission Arrangements:

The school has adopted the criteria set out in the Hexham and Newcastle Diocese admissions policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEN. Please see our Admission Policy for more information.

Roles and Responsibilities:

The Special Educational Needs Coordinator (SENCo):

- overseeing the day-to-day operation of the policy
- coordinating provision for pupils with SEN
- liaising with the Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support

- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

The SENCO has achieved the National Award for Special Educational Needs Coordination (NASENCO).

The class teacher:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes for pupils
- Plan and teach lessons in which teaching responds to the strengths and needs of pupils with SEND
- Work closely with support staff in the planning and monitoring of interventions
- Make accurate and productive use of assessment to inform the four part cycle Assess, Plan, Do, Review.
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities in relation to SEN eg. the effective deployment of support staff, professional development, acting on specialist advice
- Communicate effectively with parents with regard to pupils achievements and pupils well-being

Teaching assistants and other support staff support individuals and groups of pupils at SEN support level of provision, both in class and through withdrawal for targeted interventions/ programmes.

Resources and Curriculum

Looked after children (LAC)

The SLT meet regularly to ensure that arrangements are in place for supporting pupils that are looked after and also have SEN.

Access to Facilities and Provision:

Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Allocation of Resources:

The head teacher and SENCO are responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget

and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN. Where a child's needs exceed the threshold, additional funding will be applied for.

Access to the Curriculum

All pupils should have access to a broad and balanced curriculum. All pupils receive inclusive quality first teaching that is differentiated to meet individual need. Identifying, assessing, planning and review is part of Quality First Teaching. In planning and teaching, teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. Teachers are responsible and accountable for the progress and development of all the pupils that they teach. However, in order to maximize learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs. Pupils with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

Our SEN Information Report provides a clear description of the details of what is available for all children with SEN through Quality First Teaching and what is additional and different in the provision.

Identification, Assessment, Planning and Review Arrangements

St Cuthbert's Catholic Primary School follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012)

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A provision map / intervention map outlines all SEN support and is updated each term.

There are 4 broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The following are **not** SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked – after child
- Being a child of service personnel

SEN support – four part cycle

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of

pupils who may have SEN. Where concerns are identified an initial concerns checklist is completed and discussed with the SENCO.

Assess

The class or subject teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

Plan

Parents will be formally notified of the needs of their child through discussions with the class teacher and/or the SENCO before a written account of the pupil's areas of need is shared. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. This will be recorded on the SEN Support Plan.

Do

The class or subject teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class or subject teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCO will support the above.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year. The class teacher or subject teacher, working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will seek specialist expertise. This will inform future provision. School liaises with the following services:-

- **Educational Psychology Service**
- **School Health**
- **Speech and Language Therapy**
- **School Effectiveness SEN team**
- **SEN Teaching and Support Service (SENTASS)**
- **Social Services**
- **Looked After Children Team. (LAC)**

Additional Top Up Funding

Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding from the local authority may be applied for using the ASAP application process.

Education, Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, school or parents may consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support.

Further details on provision for pupils with SEN can be found in the SEN information document.

SEN information document

This report can be found on the school website under SEN. It outlines the provision St Cuthbert's Catholic Primary School makes for all pupils with SEN and within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

Annual SEN Report

The Annual SEN Report includes an evaluation of the impact of the above provision on outcomes for pupils with SEN.

Transition Arrangements

Transition is carefully planned by the SENCo and other key members of staff, in order to ensure successful transition from and to provision St Cuthbert's Catholic Primary School. Parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEN provision will be shared with the next school /setting through the review process. Staff from new settings will be invited to reviews to support with transition.

Partnership with Parents/Carers:

provision St Cuthbert's Catholic Primary School has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. Parents are informed about **Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service**. This service provides information, advice and support at any stage of a child or young person's education, and provides an Independent Supporter for families in the process of getting an Education Health and Care Plan. Parents are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare. The school is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. The Common Assessment Framework (CAF) is used to coordinate support for children and their families who have a range of needs.

Pupil Participation:

The views of all pupils are valued. Pupils with SEN are supported to be involved in decision making and to be able to express any concerns. The views of all pupils are valued. Pupils with SEN are supported to be involved in decision making and to be able to express any concerns. Pupils are encouraged to share their views with the Class Teacher on a termly basis and will record their views on the 'child's views' section on the SEN Support Plans. Children are also asked to complete a SEN Support Plan once a term with the SENCO. When appropriate pupils in Key Stage 2 may be invited to SEN reviews.

Monitoring and Evaluating the Success of Provision

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN:

- Regular observation of teaching by the senior management team

- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils,
- Assessment records that illustrate progress over time – e.g. reading ages
- Pre and post assessments for those pupils who are withdrawn for targeted interventions
- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEN
- The views of parents/carers and pupils.
- Questionnaire for parents of pupils with SEN
- Pupil views of additional and different provision they receive.
- Regular meetings between SENCo and class teachers and the SENCo meets frequently with the head teacher.
- Provision Mapping – used as a basis for monitoring the impact of interventions.
- LA audit to externally validate provision and outcomes for pupils with SEN

Staff Development:

The Senior Leadership Team reviews the training needs of staff through Performance Management and pupil progress to plan appropriate CPD in relation to SEND. The SENCO ensures staff are informed of local and national developments in relation to SEN and Inclusion. Where appropriate, specialists are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENCO. The school SENCO meets regularly with other SENCOs in the Bishop Bewick Educational Trust.

Medical Conditions

St Cuthbert's Catholic Primary School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan. Further information is detailed in the Administration of Medicines Policy.

The Complaints Procedure:

Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENCo and /or head teacher becomes involved. If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer and in the school's Complaints Policy.

This SEN and Disability policy will be reviewed and amended annually.

To be read in conjunction with:

- Accessibility Plan
- Safeguarding Policy
- Administration of Medicines Policy

- Anti-bullying Policy

This policy was approved by the Governing Body on 15.09.21

Name of Chair of Governors: Bev Bookless



Signature:

Date: 15/09/2021

Name of Headteacher: Colette Barrett



Signature:

Date: 15/09/2021