

SEND Policy

St Pius X Catholic Primary School

December 2018

Aims

As outlined in the *SEND Code of Practice, 2014*;

All children and young people are entitled to an education that enables them to make progress so that they:

- *achieve their best*
- *become confident individuals living fulfilling lives*

A pupil has Special Educational Needs where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age and is within the four broad areas of need.

- communication and interaction
- cognition and learning,
- social, emotional and mental health difficulty
- sensory and or physical need

At St Pius X Catholic Primary School our objectives are;

1. To identify and provide support for pupils who have SEN and additional needs
2. To work within the guidance provided in the SEND Code of Practice 2014
3. To provide an environment whereby a child has the opportunity to make progress academically, socially and physically as part of a mainstream school
4. To create a support structure to enable individuals to achieve

At St Pius X Catholic Primary School the needs of our pupils are monitored by the class teacher, the Teaching Assistants, the SENDCo and leadership team.

The role of the SEND Co-ordinator

The Special Educational Needs and Disability Co-ordinator for St Pius X RC Primary School is Mr. N Bennett.

The SENDCo will:

- Work in conjunction with staff to identify and monitor children who have SEND
- Work with classteachers on strategies to support SEN children in the classroom
- Oversee the SEND records of all children on the SEND register
- Arrange for assessment, where appropriate and ensure parents are informed
- Liaise with external agencies eg Educational Psychologist, Health and Social Services

Identification, assessment and provision for pupils with SEND

In the continuous cycle of planning, teaching and assessment, teachers and support staff make regular judgements about children's performance in relation to national expectations. These judgements will be discussed at Pupil Progress Reviews.

We also identify SEND needs through;

- information directly given by parents
- data gathered from school assessments

- recommendations from other professionals; Health and Social Care

There should not be an assumption that all children progress at the same rate, a judgement has to be made in each case as to what is reasonable for each child to achieve. Where progress is not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively.

Levels of identification of SEND need;

Level	Triggers	Process
Monitor	If a child has been identified by the Class teacher as failing to make progress they will monitor the child (Assess-plan-do-review cycle). Discussions will be held at Pupil Progress meeting.	<ul style="list-style-type: none"> • Areas of difficulty will be established • Discussions with parents • Some strategies and differentiation of the curriculum will be initiated • Wave 2 interventions
Vulnerable Pupil	As above but the cause of lack of progress is believed to be due to; <ul style="list-style-type: none"> • poor attendance and punctuality • LAC • medical needs • behaviour issues 	Appropriate support will be identified, which may include: <ul style="list-style-type: none"> • Onward referral • CAF • Early help
SEN Support	After a period of monitoring, If a child; <ul style="list-style-type: none"> • continues to make little or no progress over a longer period, • is working substantially below that which is expected of a child of a similar age • has sensory or physical needs and requires specialist equipment or regular advice or visits a specialist service • has on-going communication or interaction difficulties which cause substantial barriers to learning. • Even when teaching approaches are particularly targeted, in discussion with parents, they may be placed on the SEN register. 	<ul style="list-style-type: none"> • Specific targeted support will be initiated • Further assessments may be arranged • Referral to outside agencies e.g Educational Psychologist • Wave 3 interventions
EHCP	If a child; <ul style="list-style-type: none"> • continues to make little or no progress in relation to specific targets, • continues to work substantially below age related expectations • requires specialist equipment or regular specialist support It may be decided, in discussion with parents and other professionals that there is a need to apply for an EHCP.	<ul style="list-style-type: none"> • SEN plan • Work with specialist support services • Work with parents

Pupil Progress Meetings

Each term a meeting is held with every year group to discuss the progress of children identified as having additional needs. Individuals and groups of children will be targeted for specific interventions to help raise their attainment, these are recorded on the individual Class Teacher Profiles. Discussions are shared on progress and any continuing concerns where the SENDCO offers advice and support. Discussions are also held with parents to detail interventions that their child is having in school and additional meetings are held with the SENDCO to discuss progress when deemed necessary.

Individual Education Plans (IEPs) are put in place for children with specific additional needs, such as:

- Physical aids/interventions
- Visual/Hearing impairments
- Behaviour contracts
- ASD 1:1 support
- Medical needs

Targets are reviewed and evaluated and progress monitored. If a child is seen to be making progress in line with peers they will continue to receive support, where needed, but discussions will take place with the class teacher and parents, as to if they need to remain on the SEND register.

Children with Education Health Care Plans

Where the SENDCO makes a referral for an EHCP to the LA, the child will have demonstrated significant cause for concern. Parents will have been consulted as part of an on-going dialogue. The EHCP Pathway will be followed and schools will carry out the recommendations that are agreed to.

Monitoring

The SENDCO evaluates the school's SEND provision.

Intervention strategies to support children with SEND

Work is differentiated and groups are supported at the appropriate levels to provide specific, targeted interventions. As is highlighted below, there are numerous strategies that are used throughout the school.

St Pius X curriculum	Good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.
Wave 2	Wave 2 outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are often targeted at a group of pupils with similar needs.
Wave 3	Wave 3 is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for children who have been identified for an intervention designed to accelerate progress.

External Support Agencies

When children require additional support the SENDCO may also seek advice from other professionals.

Parents will be kept informed of the support that is provided.

Supporting pupils with medical conditions

St Pius X Catholic Primary School 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 schools will comply with its duties under the Equality Act 2010.

Supporting pupils with disabilities

Not all children with disabilities have SEND, many pupils will learn alongside their peers with little need for extra resources beyond that of a hearing aid, equipment to aid vision or a wheel chair. Teachers must however take action in their planning to ensure that these pupils are enabled to participate as fully as possible within the curriculum and assessment arrangements.

Facilities currently in school are:- disabled toilets.

English as an additional language (EAL)

Children with limited English do not necessarily have SEND. If a child is experiencing difficulties which appear to be more than language based then school will arrange for assessments to be carried out to establish whether or not they have learning difficulties.

Training

The SENDCO will keep staff updated on any changes concerning SEND and encourage personal development in this field.

Partnership with parents

The school will endeavour to;

- Provide clear and accurate information about the child's SEND and purpose of any assessment, targets or intervention
- Ensure that parents have the opportunity to talk with the SENDCO and other professionals so that they understand the agreed outcomes of any intervention and how they can be a partner in working towards their child's targets
- Outline provision in the school's SEND information report
- Inform parents before involving outside agencies for additional advice or assessments

Arrangements for considering complaints about SEND provision within school

Initially, complaints should be discussed with the class teacher and recorded on CPOMS.

Depending on the outcome of the meeting the SENDCO/ Head Teacher should be informed via CPOMS.

If no agreement can be arrived at the parent can then approach the school's named governor with responsibility for the monitoring of the schools SEND policy. They would also be given the name of the LA identified/nominated person who has been trained to help them deal with their problem.

It is hoped, however, that matters can be dealt with within the school domain.

Policy Review

Policy will be reviewed annually

