



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

2018



ST.CATHERINE'S CATHOLIC PRIMARY SCHOOL

*A family united in God's love, learning in faith together for a
compassionate tomorrow.*

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (July 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

SCHOOL INFORMATION

The person who has overall responsibility for Special Educational Needs and Disability in St. Catherine's Catholic Primary School is:

Mrs. Sarah Sparks - Headteacher

The person co-ordinating the day to day provision of education for children with SEND is:

Mrs. Jola Swierkosz – SENDCO

The Governor with oversight of the arrangements for SEN and disability is:

Mrs. Alex Harris – SEND Governor

St. Catherine's Primary School is a caring and inclusive school, which values the ability and achievement of all its pupils. We are committed to making the curriculum accessible to all pupils through high quality teaching, which meets the needs of all children through the use of varied pedagogical approaches. We believe that all teachers are teachers of all – including those children with Special Educational Needs and/or Disabilities (SEND). This School fully recognises its responsibility to safeguard and promote the welfare of children at our school. At St. Catherine's, we recognise that children are unique and learn at different rates. Many factors affect attainment, progress and overall achievement but a child who has Special Educational Needs and/or a Disability (SEND) may have a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others, of the same age in mainstream school (SEND Code of Practice, 2014:15-16).

AIMS AND OBJECTIVES

St. Catherine's has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training. We aim to provide every child with a broad and balanced education based on the National Curriculum and in line with the *Special Educational Needs and Disability Code of Practice (July 2014)*. We are committed to a fully inclusive society where all children and young people are valued and included and where they have a secure sense of belonging.

Our aims are:

- To identify at an early age, individuals who need additional help and support;
- to create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive;
- to ensure the safeguarding of all children and enable them to learn and grow independently in a safe environment;
- to ensure that all children with special educational needs receive the additional support they require to remove any barriers to their progress ;
- to enable each child to take part and contribute fully to school life;
- to develop individuals' self-esteem;
- to provide access to and progression within the curriculum;
- to work in partnership with parents to support children's learning and health needs;

- to provide quality training for staff that suggests strategies that help them to support children with special educational needs and disability.

Our objectives are:

- To identify and provide for children who have special educational needs and additional needs;
- to work within the guidance provided in the SEND Code of Practice, 2014;
- to employ a Special Educational Needs & Disability Co-ordinator (SENDSCO);
- to provide support and advice to all staff who work with children with special educational needs;
- monitor the progress of all children to ensure that those with special educational needs have the opportunity to maintain the same rate of progress in their learning, or better, than children without special educational needs;
- promote social inclusion that allows children to develop a sense of belonging;
- value and celebrate difference and diversity;
- communicate and consult with parents/carers in the spirit of the *Lamb Report (Dec 2009)*;
- work together effectively with special educational needs specialists who visit our school;
- to foster emotional wellbeing;
- create an environment where children feel safe and free to voice their opinions of their needs;
- eliminate unlawful bullying and tackle discrimination.

ROLES AND RESPONSIBILITIES

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that our school's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

The SENDSCO will update the *SEND Support Register*, termly. SEN provision, services and data will be monitored by the SENDSCO and the Head teacher.

Mrs. Cath Parslow is the Early Years SENDSCO.

All staff will have access to the following information:

- St. Catherine's Catholic Primary School SEND Policy;
- a copy of the full SEND Support Register;
- information on individual children's special educational needs and/or disability, including targets set;
- practical advice, teaching strategies, and information about types of special educational needs and disabilities.

ADMISSION ARRANGEMENTS

The admission arrangements for *all* children follow the school's Governing Body's Admissions Policy and are mindful of national requirements supporting all children, including those with special educational needs and those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this, St. Catherine's makes appropriate, reasonable, adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, St. Catherine's liaises with the diocese, health services and parents/carers to ensure that appropriate arrangements are made to meet individual medical conditions.

FACILITIES FOR THOSE WITH SEN/DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

- St. Catherine's Primary School is a single site and single storey school. All areas of the school are suitable for wheelchair access and there are currently three disabled toilets for children or adults in the school.
- There are good lighting and safety arrangements (for example, markings on steps) for visually impaired pupils.
- Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, blinds, quiet areas).

SEN INFORMATION AND LOCAL OFFER

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents/carers, governors and staff.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Children may have needs in more than one category and different children will have different levels of need which might change over time. Therefore, the staff uses a wide range of tools to assess the amount and level of SEN support

required, and children are continually monitored and their progress is carefully tracked and reviewed. If a child has been identified as needing more specialist input, in addition to high quality teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling the child to make progress. Learning needs are managed either by using additional support or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school. Our staff is responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff. High quality teaching, differentiated for individual children, is the first step in responding to those who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs, interventions will be actioned and monitored carefully. Where a child does have SEND, this will be recorded in the school records and the child's parents/carers **must** be informed that special educational provision is being made. The SENCO will monitor progress for children identified with SEND.

MANAGING SEND CHILDREN IN OUR SCHOOL

Where a child is identified as having SEND and or a disability, St. Catherine's adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (*July 2014*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents/carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

A child's progress is continually monitored by his/her class teacher and is reviewed formally every term by the class teacher, SENDCO and Headteacher. If a child has a EHC Plan, their progress will be formally reviewed at an 'Annual Review' meeting with all the adults involved with the child's education, invited to attend. Every child's report is issued in the summer term and all parents are invited to attend Parents' Evenings with the class teacher, twice a year. Any concerns may be discussed on these occasions. However, there may be a time when the class teacher may wish to discuss concerns over a child's progress so will arrange an informal meeting. This will be an opportunity to consider the best way that a child can be supported, both at school and at home. If a child has SEND (Special Educational Needs Disability) then the parents/carers will be informed and the child's name will be placed on the SEND register. The SENDCO and Head teacher will carefully track the progress of those children on the SEND register and the support that they are receiving.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law. All paper records will be held in line with the school's policy/protocol on security of information.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

St. Catherine's will work within the statutory guidance, *Supporting Pupils at School with Medical Conditions – (DfE April 2014)*. We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that St. Catherine's are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions.

TRANSITION ARRANGEMENTS

St. Catherine's is committed to ensuring that parents/carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school.

- St. Catherine's works closely with parents and Early Years placements to support the transition of children into our Reception class. This usually takes the form of a meeting between the Reception class teacher and nursery/kindergarten staff to discuss existing support. If appropriate, further meetings take place between our SENDCO and the staff of the Early Years setting. This is sometimes attended by a member of staff from the Local Authority if they have been involved in the provision of additional support. Most of the children joining our Reception class come from our Kindergarten, on site, and all have an opportunity to visit Reception class, once every half-term, for an hour, during 'Open Sessions'. They are able to socialise and get used to their new surroundings ensuring a smooth transition when they finally move into their new class.
- We recognise that moving to a new class or school can be difficult for a child with SEN and appropriate steps are taken to ensure that any transition is as smooth as possible.
- When moving classes in the school, class teachers and teaching assistants meet during the summer term to discuss the learning and pastoral needs of every child.
- If a child is moving to another school, St. Catherine's will be in contact with the new school's SENDCO and ensure they are aware of any special arrangements of support that need to be made for a child. Staff from St. Catherine's will work closely with the child's new school to make their transition as smooth as possible. The child may be given an opportunity to spend time in their new school (Transition Day) and to be introduced to the staff who will be supporting them.

For children with a current Statement of Special Educational Need, the local authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (*DfE - July 2014*) and if appropriate, issued with an EHC Plan. During this interim period, both

documents will be respected and managed using the new SEND Code of Practice.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and children as and when required.

- The Special Educational Needs Co-ordinator at our school is Mrs. Jola Swierkosz who has completed the National SENCO Accredited Award.
- Children have access to high quality differentiated teaching within the class and class-based Teaching Assistants support children on a daily basis.
- As necessary, the school has access to support from the Speech and Language Therapy Service (SALT), Behaviour Support Service (BSS), Educational Psychology Service, School Nursing Team, outreach support from Special Schools, Child and Adolescent Mental Health Services (CAMHs) and Special Education Needs Support Service.
- The SENDCO attends appropriate training as it arises.
- All members of staff are trained for children's medical needs.
- Meeting additional needs and inclusion issues are targeted each year through the school's long-term goals and the 'School Development Plan'. Training and individual professional development is arranged, matched to these targets.
- Individual teachers and support staff attend training courses, run by outside agencies, that are relevant to the needs of specific children in their class or who they are supporting 1:1.
- Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

SEN INFORMATION

St. Catherine's presents its SEN information on the school website, as part of the 'Local Offer', and through information contained in this policy. All information can be provided in hard copy and in other formats upon request.

ACCESSIBILITY

Information regarding our school's accessibility can be found in an 'Accessibility Plan' and 'Local Offer' on the school website.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENDCO.

REVIEWING THE SEND POLICY

This policy will be reviewed and updated by the SENDCO in consultation with the SEND Governor before being ratified by the Full Governing Body.

LINKS TO OTHER RELATED POLICIES

Accessibility Plan

Equality / equality information and objectives

Safeguarding

Anti bullying

Signed _____ Mrs. Sarah Sparks
(Headteacher) Date 05.01.18

Signed _____ Mrs. Jola Swierkosz
(SENDCO / Inclusion) Date 05.01.18

Signed _____ Mrs. Alex Harris
(SEND Link Governor) Date 05.01.18