



Our Lady of Dolours RC Primary School **SEN-D Policy**

Rationale – At Our Lady of Dolours Catholic Primary School we believe that every child is able to achieve their full potential with the right support in place so that they become adults who can contribute to society and lead full, happy and independent lives.



Schools Mission Statement (Reviewed Sept 2019)

All staff and governors believe that we should create an environment where each person, regardless of race, religion, ability or family circumstance, feels valued and nurtured.
At Our Lady of Dolours Catholic Primary School, we aim to provide a secure, joyful and supportive environment where children feel safe so that they can fully express themselves as self-confident and resilient learners.

Policy Reviewed	Next Review	Cycle
February 2021	March 2023	2 yearly

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1. Introduction

This policy is a statement of our aims, principles and strategies for the educational provision for children with Special Educational Needs and/or Disabilities (SEN-D) attending Our Lady of Dolours Catholic Primary School. It supports the school's ethos of high expectations for all and has been written in accordance with the **SEN-D Code of Practice (2015)**. This policy should be read alongside our **SEN-D information report, Equalities Policy** and our **Behaviour Policy**.

Our Lady of Dolours Catholic Primary School operates a policy of equality of opportunity and equality of access and inclusion. We aim to ensure that all children are enabled to take a full and active part in school life and have their needs met.

2. What are Special Educational Needs?

We recognise that some children have special or additional needs, and that these may be short or long term. Children may be said to have Special Educational Needs if they are not reaching their full learning potential. This may be due to behavioural, intellectual, physical, emotional or social reasons.

At Our Lady of Dolours, we recognise that a child has Special Educational Needs if s/he has a learning difficulty, which is significantly greater than the majority of children at the same age. Some children also have disabilities or medical conditions that have an impact on their learning or ability to access the curriculum at school.

In meeting children's needs, the school follows national guidelines and codes of practice. All staff plan a differentiated curriculum to meet children's needs, and we liaise closely with parents to understand how best to support each child's individual needs.

In order to provide the best for all children, the school works in close partnership with parents and families so that children are given the appropriate support, both at home and in school. We also recognise the vital contribution of outside agencies and organisations in supporting children to access a broad and balanced curriculum. The school sets up and maintains close links with outside agencies so that pupils can receive the maximum benefit from all available services in addition to provision made in school.

3. Inclusion

At Our Lady of Dolours, we strive to be a '*Community of Faith and Learning*' where each pupil feels a sense of belonging and where every child plays a vital part in the school community.

We provide an inclusive ethos, a broad and balanced curriculum and rigorously set targets. All these aspects of school life help us to identify barriers to learning and participation at an early stage, so that we can plan for how to reduce or remove those barriers.

Pupils with Special Educational Needs are fully integrated into every aspect of school life, and take part in all activities except where medical advice precludes this. We plan with outside agencies to make modifications to activities, to enable children to participate as fully as possible.

4. Our Vision for SEN-D at Our Lady of Dolours School

Our vision for SEN-D at Our Lady of Dolours School is that all staff will be knowledgeable about the processes and procedures involved in SEN-D and use these to help all children reach their full potential, whatever their abilities and limitations.

We encourage all children to strive towards reaching their full potential in line with our Mission Statement, so that they are empowered to become autonomous individuals who are able to make positive contributions to the wider community and lead happy and fulfilled lives.

5. The Aims of our SEN-D Policy

Our objectives for the implementation of Special Needs support at Our Lady of Dolours are that we:

- Identify children with SEN as early as possible, in accordance with the definition provided in the 'SEN Code of Practice' (2015);
- Give every child equal access to a broad and balanced National Curriculum, bearing in mind his/her individual needs and by providing extra resources or increasing the level of support where necessary;
- Ensure every member of staff knows and understands the procedures for identifying children with SEN, and ensure all staff are given information about the needs of the children they work with;
- Ensure that staff awareness and expertise of SEN-D is continually developed through staff training and INSET;
- Ensure a constant monitoring and assessment of children who may be, or are already identified as, having special educational needs;
- Encourage the participation of all stakeholders (children, parents, families, teachers, support staff, outside agencies) in the planning for children with special needs;
- Provide specific intervention programmes to meet the needs of individual children;

- Maintain close links with outside agencies and other professionals to ensure children receive the necessary support to help them reach their full potential.

6. Procedures for Identification and Assessment

Our Lady of Dolours places great importance on the early identification, assessment and provision for any child who may have special educational needs.

In order to identify and assess the needs of children who may have special educational needs, we obtain information from parents and carers, and from previous schools the child has attended.

A member of staff may discuss concerns about a child's progress or wellbeing at any time during the school year, but particularly at termly Pupil Progress Meetings held with the Head-teacher, Deputy Head-teacher and SENCo. The SEN Coordinator may investigate concerns further by gathering evidence through:

- Observational notes taken during whole class or playground observation (describing a child's learning progress, attitude to learning, interactions with adults and peers, and/or behaviour);
- PM Benchmark reading records;
- Termly Writing assessments;
- Termly Maths assessments;
- Termly teacher assessment data;
- SATs results;
- Samples of work;
- Diagnostic testing using MALT (Maths Assessment for Learning and Teaching) or YARC (York Assessment of Reading Comprehension);
- Meeting with parents to discuss a child's strengths and difficulties;
- Target Tracker.

If the conclusion of the evidence gathering process is that the pupil requires support over and above what is normally available within the class or subject, the SEN Team will consider placing the child on the SEN Register. If a child is placed on the SEN Register, the SEN Coordinator will notify the parents or carers and will track the child's allocated support to assess and identify effective resourcing and whether any changes need to be made. The teacher will write an Individual Learning Plan (ILP) in collaboration with the parents and child, and will review this termly.

7. Meeting the Needs of SEN-D Children

After careful assessment of a child's strengths and difficulties, the process of planning to meet a child's needs involves all stakeholders (children, parents and families, teachers, support staff, outside agencies) and sets out clear actions to reduce or remove barriers to learning.

The school operates a graduated approach to remove barriers to learning and put effective special educational provision in place, in line with the SEN-D Code of Practice (2015). This takes the form of a four-part cycle, *'through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes.'* (SEN-D Code of Practice, 2015, 6.44, p.100). This cycle can be seen in the table below.



Table 1.1: The Graduated Approach to Effective Special Educational Provision

Assess: Monitoring systems and additional assessments are set to recognise barriers and gaps in learning. The following tools are used to track and measure the progress made before/after actions are put in place:

- Diagnostic tests;
- Baseline assessments;
- Standardised tests (e.g. SATs);
- Assessment and advice from outside agencies;
- Samples of child's work;
- Termly pupil progress meetings;
- Target Tracker.

Plan: Actions are planned to reduce or remove barriers to a child's learning. Provision maps are designed and strategic interventions are planned. Outcomes based on needs identified in the assessment stage are proposed through:

- Individual Learning Plan (ILP) with three key targets linked to the child's identified needs and strategies for enabling the child to meet each target;
- Provision maps;
- Meetings between Class Teacher and SENCo and Deputy Head-teacher.

Do: Actions planned in previous stage are implemented by all stakeholders:

- High quality teaching from class teacher;
- In class support through differentiation and additional resources;
- In class targeted group support with class teacher or Teaching Assistant;
- Additional interventions using strategies identified and focusing on targets set out in ILP.

Review: Impact of the support provided is assessed and outcomes and next steps are reviewed through:

- Constant communication between all stakeholders;
- Samples of child's work;
- Relevant assessment.

All teachers at Our Lady of Dolours are knowledgeable and experienced in working with children with Special Educational Needs. All classroom assistants have participated in SEN INSET and some have acquired qualifications in Special Educational Needs.

8. Reviewing Children's Progress

The SENCo, in consultation with teachers, teaching assistants and outside agencies assesses the progress of children with SEN termly. A termly review of ILPs is also undertaken in collaboration with parents. If a child is making consistent good progress, then his/her name may be removed from the school SEN-D Register. If this happens, parents are informed that the school no longer considers it necessary to make additional or different provision for the child to make progress in their learning. If any stakeholder raises concerns at a later date, the child will be reassessed and their name may be placed back on the SEN-D Register.

If a child continues to experience significant difficulties in their learning despite provision being made to meet their needs, the class teacher, SENCo and parents will decide on the type and level of on-going support needed, and whether advice or support from external agencies is necessary.

For a small number of children, the SENCo, other key staff and parents may conclude that the child's needs remain so substantial, despite intervention to meet their needs, that the child's SEN-D

cannot be met effectively within the resources normally available to the school. In this case, the SENCo will collate all relevant information and evidence in order to request Statutory Assessment by the Local Authority where the child lives. The Local Authority will then decide whether statutory assessment is appropriate and reasonable, and at the end of this period of assessment an Education, Health and Care Plan may be drafted.

The SENCo ensures that all appropriate records are kept and are available when needed. These are always available for parents/carers to see, and can be a source of invaluable information at times of transition (e.g. to a new class or school), or can be used as the basis for a request for Statutory Assessment.

9. Partnership with Parents

At Our Lady of Dolours, we are committed to working in partnership with parents and carers to support children to achieve their full potential. When supporting children with SEN-D, we strive to harness the expertise of parents and carers, and to support them in developing their child's skills, knowledge and understanding.

Our partnership with parents includes:

- Respecting and working to overcome, where necessary, the differing needs of parents and carers such as disability or communication and linguistic barriers;
- Promoting a culture of cooperation between parents, schools, Local Authorities and outside agencies in order to enable children with SEN-D to achieve their full potential;
- Sharing information with parents and carers in informal conversations and individual meetings, as well as keeping dialogues in home/school record books;
- Notifying parents of any concerns at an early stage, and always being willing to listen to issues and concerns brought forward for discussion;
- Inviting parents to discuss progress and intervention strategies and set targets to help the child both in school and at home;
- Keeping parents informed of any additional or different provision their child is receiving and inviting parents to contribute to and attend any review meetings about their child;
- Giving all parents of children on the SEN-D Register directing them to the School SEN-D Information Report (available on the website) to enable them to understand principles and practice with regard to SEN-D at Our Lady of Dolours RC Primary School.

10. Monitoring, Evaluation and Review

At Our Lady of Dolours School, the effectiveness of our SEN-D Policy and Provision is continuously monitored and scrutinised. The SENCo reports to the Governing Body of the school on the number of children identified on the SEN-D Register and their progress, the levels of involvement from parents and carers, the types of additional provision and resources being used and liaison with other agencies or educational establishments.

The SENCo and subject leaders also monitor classroom practice, and analyse pupil-tracking data to identify and develop effective special educational provision. The Senior Leadership Team has overall accountability for the progress and attainment of children with SEN; however all Senior Managers are expected to identify and track progress of all children within their subject or aspect of leadership. Pupil Progress Meetings are held regularly and pupil data is regularly monitored and analysed.

Evidence of the effectiveness of this policy on progress in learning for children with SEN will be shown by:

- Ongoing Teacher and support staff observations of children in the daily classroom setting;
- Differentiated short-term planning by the Class Teacher;
- Records and evidence of the child's work showing progress towards curriculum objectives;
- Evidence of progress towards targets at ILP review meetings
- More age-appropriate scores on standardised testing, or improved scores on termly assessments and/or specialised assessment;
- Discussion with the child at an appropriate level about their progress;
- Discussion with parents/carers about the child's progress;
- Discussion with outside agencies about the child's progress.

11. Working in Partnership with Outside Agencies

We believe that in order to effectively support children with SEN-D, close co-operation between the school and other professionals is essential. This includes the Local Authority, SEN-D Support Services, Health Services, Social Services and the following list of outside agencies:

- Speech & Language Services;
- Westminster Special School Outreach Service & Advisory Services;
- Education Psychology Service;
- Child and Adolescent Mental Health Service;
- Early Help

- Child Development Service.
- Therapists from the Catholic Children's Society

These services are able to offer:

- Educational and health assessments;
- Advice on teaching strategies and resources;
- Advice on setting targets for ILPs;
- Advice on adapting the school environment and modifying the curriculum;
- Providing input for Local Authority statutory assessment and for Annual Reviews;
- Training for staff on developing skills and knowledge about SEN-D;
- Direct support through specialist teaching;
- Advice to parents and families.
- Direct support to children for social, emotional and mental health needs through play therapy.

12. Annual Reviews for Children with a Statement of SEN or an Education, Health and Care Plan (EHC Plan)

For those children with an EHC Plan, an Annual Review meeting will take place at the school (or 6-month Review for children under 5 years old). The purpose of the Annual Review is to:

- Assess the child's progress towards meeting the objectives in the EHC Plan and ILP targets;
- Review the special provision made for the child;
- Consider the appropriateness of continuing the Statement or EHC Plan, and discuss any amendments that may be needed;
- Set new targets for the coming year if the Statement or EHC Plan is to be maintained

To enhance the smooth transition of pupils to secondary schools, a Local Authority officer will be invited to Secondary Transfer Annual Reviews. A Local Authority officer will also be invited to Annual Reviews where the school or parents feel the suitability of the child's educational provision needs to be discussed.

In preparing for the Annual Review meeting, written advice will be sought from:

- The child's parents;
- The class teacher;
- The Learning Support Teacher (where applicable);
- Any key professionals with direct and sustained involvement in the child's education;

- Any other professional currently involved in assessment of the child's educational progress.

The SENCo will prepare an Annual Review report containing specific assessment judgements (e.g. National Curriculum teacher assessment / P Scale levels / End of Key Stage Assessment Results). Written reports are circulated to all those invited to the review.

The Annual Review meeting is chaired by the SENCo, who then finalises the Annual Review Report, which is sent out to parents, the Local Authority and other key contributing professionals.

13. Admissions Policy

Applications for children with an existing Education, Health and Care Plan will be considered separately in regards to our Admissions Policy (see the school's Admission Policy available on the website).

In line with current Local Authority policy, a place at Our Lady of Dolours is available to a child with SEN-D (EHC Plan) provided that:

- a) The parents or carers wish for their child to attend the school.
- b) The child's special educational needs can be met by the school.
- c) Other pupils will not be disadvantaged.
- d) Resources will be used efficiently.

Our Lady of Dolours has a duty under the Special Educational Needs and Disability Act 2001 Part 4 (SENDA) not to discriminate against a disabled child:

- In the arrangements that they make for determining admission of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria;
- In the terms on which the responsible body offers pupils admission to the school;
- By refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled (Disability Rights Commission: Code of Practice for Schools 2002).

14. Transfer Arrangements

We have procedures in place to ensure that transitions (e.g. between classes, key stages or schools) take place with ease and are perceived in a positive light by all stakeholders. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils.

During transitions between classes or key stages, some children are supported through the use of a '*Moving Up*' book designed to help

them become familiar with new members of staff, the new environment and routines. This is often sent home during the summer holiday to support children with their transition. During Secondary Transfer, some vulnerable children (e.g. those with a Statement or EHC Plan; those with Speech, Language and Communication Needs) are supported through a programme called 'Nurture Group'.

For children with an EHC Plan, the SENCo supports families in choosing appropriate Secondary schools for their child's continuing needs; this will be fully discussed at the Year 5 Annual Review. Once a Secondary School has been identified, the SENCo will ensure that a handover meeting is arranged with the receiving Secondary school and that records are fully updated and passed on in the summer term before the child leaves the school.

The SENCo, on behalf of families, can administrate the Secondary Transfer process if they so wish. The SENCo will be in direct contact with the Local Authority and will keep parents informed of any developments, i.e. changes made to the EHC Plan in Year 5 in preparation for Year 6 Secondary Transfer.

15. The SEN-D Team at Our Lady of Dolours

All staff at Our Lady of Dolours are responsible for meeting the needs of children with SEN-D. Please see the staffing list (available on the website, updated at least annually) for information about who is involved in working with your child.

Roles and Responsibilities

- **Special Educational Needs Link Governor**

The Special Educational Needs Link Governor liaises with the SENCo to ensure the effective implementation of this policy. In consultation with the SENCo, the Link Governor updates their own knowledge and understanding of SEN-D provision at the school, and how funding, equipment and personnel resources are deployed.

The Curriculum Committee receives reports from the SENCo to monitor the progress, attainment, attendance and wellbeing of children on the SEN-D Register, and ratify the Annual SEN-D Information Report to parents which is published on the school website.

- **Head Teacher**

The Head Teacher is responsible for appointing and deploying staff to ensure all children's educational needs are met. The Head Teacher liaises with the SENCo to ensure that the budget and resources available for SEN-D are allocated effectively,

with a view to the present and future needs of individual children, classes and the whole school.

- **SENCo**

The SENCo is responsible for:

- Overseeing the day to day operation of the school's SEN Policy;
- Updating the SEN-D Policy in light of changes to school systems and staffing, and National advice and requirements;
- Coordinating provision for children with SEN-D;
- Updating their own knowledge and understanding of matters pertaining to SEN-D;
- Liaising with and advising colleagues;
- Managing Learning Support Staff;
- Organising and chairing Annual Review meetings for pupils with Statements of SEN or EHC Plans;
- Overseeing the records of pupils with SEN-D;
- Liaising with parents of children with SEN-D;
- Contributing to the in-service training of staff;
- Liaising with external agencies including the Local Authority support services, psychological service, health and social services and voluntary bodies;
- Developing the range of SEN-D resources and managing the SEN-D budget in partnership with the Head Teacher;
- Reporting to Governors orally and in writing on a termly basis regarding SEN-D matters;
- Contributing to the cycle of self-evaluation providing assessment evidence linked to the overall quality of SEN-D provision in the school.

- **Class Teachers**

Class Teachers are responsible for:

- Identifying and assessing children with SEN-D in their class;
- Maintaining, evaluating and updating records of children with SEN-D in their class (e.g. ILPs, observation notes, assessment data);
- Planning and teaching differentiated programmes of work that meet the needs of children with SEN, in consultation with the SENCo and / or specialist agencies where appropriate;
- Empowering children with SEN-D to become as independent as possible;
- Updating own knowledge and understanding of matters pertaining to SEN;
- Deploying additional support staff effectively to maximise all children's learning opportunities;
- Consulting and informing parents about the provision available for the child in the classroom and within the school.

- **The Role of Support Staff – Nursery Nurses (NNs), Teaching Assistants (TAs) and Learning Support Assistants (LSAs)**

NNs, TAs and LSAs are responsible for:

- Working in partnership with the Class Teacher, SENCo and other related professionals to support children with SEN-D;
- Supporting children with SEN-D as necessary to form friendships amongst their peers;
- Implementing programmes of work provided by specialists
- Empowering children with SEN-D to become as independent as possible;
- Contributing to individual daily records reporting on children's work undertaken and attitude towards tasks in school.

16. Complaints Procedure

We aim to ensure that all children's educational needs are met within DfE requirements and guidelines. If, however, parents feel concerned about their child's special educational needs they should be advised to:

- Contact the Class Teacher or SENCo (Ms Montesano);
- Contact the Head Teacher (Mrs Sarah Alley), if the concern remains;
- Contact the nominated Link Governor with responsibility for SEN-D via the school, if the concern continues.

When contacted, the Governor will ask the Head Teacher and/or the SENCo to write a statement explaining the action taken to date to meet the child's needs. The Governor will contact the parent within two weeks of the enquiry to address the concern.

If the concern is still not resolved satisfactorily, parents should be advised to contact Westminster Local Authority who will appoint a Case Officer to act on their behalf.

With regard to Statutory Assessment and the decision by the Local Authority not to issue an EHC Plan, parents should be advised of the Independent Advice and Support Service available in each Local Authority. This service can inform and advise parents about disagreement resolution procedures. The Local Authority must also tell parents of their right to mediation and to appeal to the SEN-D Tribunal against the decision not to issue an EHC Plan.

Glossary of Abbreviations and Common Terms

ASD	Autistic Spectrum Disorder
CAMHS	Children and Adolescent Mental Health Services
COP	Code of Practice
EP	Educational Psychologist
EY / EYFS	Early Years / Early Years Foundation Stage
HI	Hearing Impairment
ILP	Individual Learning Plan
INSET	In-Service Training
KS	Key Stage (e.g. Key Stage 1, Key Stage 2)
LA	Local Authority (e.g. Westminster, Brent etc)
LSA	Learning Support Assistant
LST	Learning Support Teacher
MLD	Moderate Learning Difficulties
PD	Physical Disabilities
PIVATS	Performance Indicators for Value Added Target Setting
SATs	Standardised Attainment Tests
SALT	Speech and Language Therapist
SLCN	Speech, Language and Communication needs
SEMh	Social, emotional and mental health
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
SENDA	Special Educational Needs and Disability Act
SLD	Severe Learning Difficulties
SpLD	Specific Learning Difficulty (e.g. dyslexia, dyspraxia, dyscalculia)
TA	Teaching Assistant
VI	Visual Impairment