

# Our Lady's RC Primary School



## SEN Policy

Date Adopted/Reviewed	September 2023
Person Responsible	G.Cunningham
Version	1.1
Doc Ref	

**Signed:** *G. Cunningham* (Person Responsible)

**Date:** 7.9.2023

**Signed:** *[Signature]* (Headteacher)

**Date:** 7.9.2023

**Signed:** *e. m. Massingham* (Chair/Governor)

**Date:** 7.9.2023

## *"Learning* **Our Core Values & Mission**

During Summer 2023 workshops, we revisited both our Mission Statement and Core Values. This involved everyone in discussion, reflection and prayer about the Values and Mission of our Catholic school. There was a calling to all to re-commit to our purpose and to work together to understand our roles and responsibilities as part of Our Lady's



### **Our Mission Statement is:**

*"Learning and loving together; we grow with Jesus"*

*Our Mission is represented by this design. As with the statement itself, the logo was developed by all stakeholders, with the children in particular providing the symbolic ideas of **growth – the tree, love – the hearts and Christ – the Cross***

### **The Core Values that provide the foundation for that Mission are:**

'Whoever is kind to the poor lends to the Lord' Proverbs' 19:17 **Kind**

'Love God and love people' Matthew 22:36-40 **Loving**

'You can always turn to the Lord when times are tough' Psalms 9:9-10 **Safe**

'Forgive and you will be forgiven' Luke 6:37 **Forgiving**

'I am the way, the truth, the life' John 14:6 **Honest**

'Rejoice always' Thessalonians 5-16 **Positive**

'Lord, your God shall you worship and him alone shall you serve' Matthew 4:1-11 **Respect**

'Grow in the grace and knowledge of Saviour Jesus Christ' 2 Peter 3-18 **Nurturing**

## **Nurture**

The School's six nurturing principles sum up our practice and theory. They underpin the context, organisation and curriculum.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. the importance of nurture for the development of wellbeing
4. Language as a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

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1. Aims

Our Special Educational Needs (SEN) policy and information report serve the following aims:

To delineate the strategies employed by Our Lady's RC Primary School in supporting and accommodating pupils with special educational needs (SEN).

To elucidate the roles and responsibilities assigned to various stakeholders involved in the provision of SEN support.

"At Our Lady's RC Primary School, we cultivate an environment of unity and learning, where each child's distinct needs are addressed through the delivery of superior education. We embrace all pupils with open arms and respect their individuality."

This mission underscores our commitment to facilitating the success of all pupils at Our Lady's RC Primary School. To realise this vision, we employ a comprehensive approach that customises support to each child's unique learning journey. While excellent teaching is a fundamental element, there may be instances where additional support is required to enable pupils to attain their educational objectives. Such needs may suggest a special educational requirement or be of a temporary nature.

2. Legislation and Guidelines

Our policy and information report adhere to the statutory guidelines outlined in the Special Educational Needs and Disability (SEND) Code of Practice. Additionally, we adhere to the following legislation:

Part 3 of the Children and Families Act 2014, which specifies schools' responsibilities regarding pupils with SEN and disabilities.

The Special Educational Needs and Disability Regulations 2014, which delineate schools' responsibilities concerning Education, Health, and Care (EHC) plans, Special Educational Needs Coordinators (SENDCOs), and the SEN information report.

### 3. Definitions

A pupil is considered to have SEN if they exhibit a learning difficulty or disability that necessitates specialised educational provision. Such difficulties or disabilities can be categorised as follows:

A significantly greater difficulty in learning compared to the majority of peers of the same age.

A disability that hampers or prevents their effective use of facilities typically provided for peers of the same age in mainstream schools.

Special educational provision encompasses educational or training interventions that are supplementary or distinct from those typically provided for other children or young individuals of the same age in mainstream schools.

### 4. Roles and Responsibilities

#### 4.1 The SENDCO (The Special Educational Needs Coordinator).

Our SENDCO is Miss Georgia Cunningham.

Her duties include:

- Collaborating with the Headteacher and SEN Governor to shape the strategic development of the SEN policy and provisions within the school.
- Overseeing the day-to-day implementation of the SEN policy and coordinating specific provisions tailored to individual pupils with SEN, including those with EHC plans.
- Offering professional guidance to colleagues and collaborating with staff, parents, and external agencies to ensure pupils with SEN receive appropriate support and high-quality education.
- Providing counsel on the graduated approach to delivering SEN support.

- Advising on the allocation of the school's designated budget and other resources to effectively address pupils' needs.
- Serving as the primary point of contact for external agencies, especially the Local Authority and its support services.
- Collaborating with prospective educational providers to ensure pupils and parents are informed about options and facilitating smooth transitions.
- Partnering with the Headteacher and Governing Board to ensure compliance with the Equality Act 2010, specifically regarding reasonable adjustments and access arrangements.
- Maintaining accurate records of all pupils with SEN.

#### 4.2 The SEND Governor

The SEN Governor's responsibilities include:

- Elevating awareness of SEN matters during Governing Board meetings.
- Monitoring the quality and effectiveness of SEN and disability provisions within the school and reporting updates to the Governing Board.
- Collaborating with the Headteacher and SENDCO to determine the strategic development of the SEN policy and provisions.

#### 4.3 The Headteacher

The Headteacher is responsible for:

- Collaborating with the SENDCO and SEN Governor to steer the strategic development of the SEN policy and provisions.
- Assuming overall responsibility for the provision and progress of learners with SEN and/or disabilities.

#### 4.4 Class Teachers

Each class teacher is responsible for:

- Monitoring the progress and development of every pupil in their class.
- Collaborating closely with teaching assistants or specialised staff to plan, assess the effectiveness of support and interventions, and integrate them into classroom teaching.
- Partnering with the SENDCO to review each pupil's progress and development and making adjustments to provisions as necessary.
- Adhering to this SEN policy.

## 5. SEND Information Report

Our detailed SEN information report is available separately and can be accessed from our [website](#). Additionally, Our Lady's RC Primary School, in conjunction with the Local Authority, offers a comprehensive range of support for parents, carers, and children with SEN through the Local Offer. The Local Offer outlines the full spectrum of services available to support disabled children and children with SEN, including what is typically available in schools and additional support options for families dealing with more complex needs.

## 6. Identifying SEND

There are four comprehensive domains that encompass a spectrum of needs that a young individual may necessitate to aid them in realising their potential within the school environment. The purpose of identification is not to categorise a pupil but rather to determine the appropriate course of action for the school to undertake. Any support provided to an individual will be rooted in a thorough comprehension of their unique strengths and needs. It aims to address these aspects comprehensively, employing evidence-based interventions tailored to their areas of difficulty, and where required, utilising specialised equipment or software.

### Broad Areas of Need

#### **Communication and Interaction:**

- Children and adolescents with Speech, Language, and Communication Needs (SLCN) encounter challenges in effectively communicating with others. These difficulties may stem from issues articulating their thoughts, comprehending spoken language, or navigating social conventions of communication. The profile of each child with SLCN is distinct, and their needs may evolve over time, ranging from difficulties in various aspects of speech, language, or social communication at different stages of their development.
- Individuals with Autism Spectrum Disorder, including conditions like Asperger's Syndrome and Autism, frequently face specific challenges in social interaction. They may also experience difficulties in language, communication, social interaction, and imagination, which can impact their ability to connect with others.

## **Cognition and Learning:**

- Support for learning difficulties may become necessary when children and young people progress at a slower pace compared to their peers, despite appropriate differentiation. Learning difficulties encompass a wide range of needs, including:
- Moderate Learning Difficulties (MLD), where children may require support across all curriculum areas, potentially accompanied by mobility and communication challenges.
- Profound and Multiple Learning Difficulties (PMLD), where children are likely to face severe and complex learning difficulties alongside physical disabilities or sensory impairments.
- Specific Learning Difficulties (SpLD), which affect specific aspects of learning, encompassing conditions like dyslexia, dyscalculia, and dyspraxia.

## **Social, Emotional, and Mental Health Difficulties:**

- Children and adolescents may exhibit a broad spectrum of social and emotional challenges, manifesting in various ways. These may include withdrawal, isolation, or disruptive behaviours. Such behaviours may stem from underlying mental health issues such as anxiety, depression, self-harming tendencies, substance misuse, eating disorders, or medically unexplained physical symptoms. Other pupils may contend with conditions like Attention Deficit Disorder, Attention Deficit Hyperactive Disorder, or attachment disorders.

## **Sensory and/or Physical Needs:**

- Some young individuals require specialised educational provisions due to disabilities that hinder their access to conventional facilities. Many pupils with vision or hearing impairments may require specialised support or equipment to facilitate their learning.

At Our Lady's, the pupils' needs are identified by taking into account the holistic perspective of the child, encompassing not only their special educational needs but also other aspects that may influence progress and attainment. These encompass:

- Disabilities (reasonable adjustments in accordance with current Disability Equality legislation, as outlined in the Code of Practice, which do not constitute SEN on their own).
- Attendance and punctuality.

- Health and welfare.
- English as an Additional Language (EAL).
- Eligibility for the Pupil Premium Grant.
- Status as a Looked After Child.
- Being a child of a serviceman or servicewoman.
- Concerns related to a child or young person's behaviour.

It is essential to note that slow progress and low attainment do not automatically indicate that a child has Special Educational Needs. However, they can serve as indicators of a potential learning difficulty, and conversely, achieving attainment in line with chronological age does not necessarily rule out the presence of a learning difficulty or disability.

## 7. Monitoring and Review

This policy and information report will undergo an annual review by the SENDCO. It will be updated whenever changes to the information occur during the year and must receive approval from the Governing Board.

## 8. Correlation with Other Policies and Documents

This policy is interconnected with our school's policies on:

- Behaviour
- Equality and Diversity
- Supporting Pupils with Medical Conditions

## 9. The Graduated Approach

At Our Lady's School, it is of utmost importance to promptly identify, assess, and provide appropriate support for any pupil with Special Educational Needs and Disabilities (SEND). To achieve this, we employ a multi-faceted referral process, which can originate from various sources:

1. Requests from teachers
2. Parental requests.
3. Requests from school management.
4. Information obtained during transition from previous schools
5. Utilisation of diagnostic tests.



6. Continuous data tracking conducted by our SENDCo (Special Educational Needs Coordinator), SLT and teachers.

Our primary approach in addressing the needs of pupils who may have Special Educational Needs is to deliver high-quality teaching that is tailored to each individual's requirements. According to the 2014 Code of Practice, a pupil is categorised as having SEND only if they **do not** achieve adequate progress despite receiving appropriate interventions, adjustments, and personalised teaching. Teachers bear the responsibility for monitoring and fostering the progress and development of all pupils in their class, including those receiving support from teaching assistants or specialists. It is important to note that additional interventions and support should not be used as a substitute for effective teaching.

At Our Lady's, we consistently and meticulously review the quality of teaching for all pupils, particularly those who are at risk of underachievement. This involves evaluating and, if necessary, enhancing teachers' understanding of strategies to identify and support vulnerable pupils and enhance their abilities in educating pupils with frequently encountered special needs.

When a pupil is referred for support, the teacher and SENDCo consider a comprehensive range of information, including the pupil's progress within the school, national benchmarks, and expectations of progress. This information also encompasses precise and high-quality formative assessments, employing effective assessment tools and early assessment materials.

For pupils with higher levels of need, Our Lady's has established procedures for accessing more specialised assessments, such as those conducted by an Educational Psychologist. Early consultations with parents and pupils are integrated to identify the pupil's strengths and areas of difficulty, determine agreed-upon objectives, and establish the next steps for the pupil.

A pupil is enrolled on the SEND list when, following initial assessments and targeted interventions, their progress remains below expectations. Parents are formally notified when their child is placed on the SEN list.

Special educational provision encompasses any additional or distinct measures implemented to address a child's SEND needs beyond what is provided for all children. For pupils on SEN Support, the school is committed to making every effort ("best endeavours") to ensure that special educational provision meets their requirements. This approach aligns with the SEND Code of Practice.

Upon identifying a pupil's SEND, the school takes action to eliminate barriers to learning and establishes effective special educational provision, with a focus on desired outcomes rather than merely the number of hours of provision. This support follows a structured, graduated response cycle: ASSESS - PLAN - DO – REVIEW.

The level of provision is determined based on the desired outcomes for each pupil and the specific type of support required to achieve those objectives. If a pupil continues to make insufficient progress despite evidence-based support and interventions matched to their needs, the school may consider involving specialists either within the school or from external agencies, following the completion of an Early Help Assessment.

While most pupils' needs can be met within the school, there may be occasions when the required special educational provision exceeds our in-house resources. In such cases, the school may request an Education and Health Care assessment from the Local Authority. In this context, the school will provide the Local Authority with evidence related to:

1. The pupil's personalised targets.
2. Records of regular reviews and their outcomes.
3. The pupil's health, including relevant medical history.
4. National Curriculum levels.
5. Attainments in Literacy and Mathematics.
6. Educational and other assessments, such as those from advisory specialists or educational psychologists.
7. Input from parents and the pupil.
8. Involvement of other professionals.
9. Any engagement with Social Services or Education Welfare.

It is important to note that a statutory assessment may not always result in the creation of an Education and Health Care Plan, as it may reveal alternative ways for the school to meet the pupil's needs without requiring special educational provision determined by the Local Authority.

## 10. Overseeing the SEND List

Every pupil receiving SEN support will be documented within the school's provision mapping system. The pupil's support plan will undergo periodic reviews, contingent upon the nature of the intervention and the effectiveness of the support provided. These reviews will align with predetermined dates from the outset of the intervention.

The SENDCo will assume the responsibility of orchestrating the assessment of interventions and the agreed-upon outcomes for pupils.

Additional mechanisms employed within the Learning Support department for assessment and planning include the "Support Plan" which is subject to termly evaluations conducted by key staff members in collaboration with pupils and, where feasible, parents. This process aims to identify and address significant barriers to learning. These support plans will be accessible for reference during any pupil progress meetings or reviews throughout the academic year.

For pupils currently under an Education and Health Care (EHC) plan:

The Local Authority (LA) initiates an annual review, often referred to as a Person-Centred Annual Review, by sending a request to the Headteacher.

During the Annual Review Meeting, participants will:

- Assess the progress the pupil has made over the course of 12 months.

- Evaluate whether any modifications are required to the EHC plan.

- Review the current provisions.

- Set new targets for the upcoming year.

- Determine the appropriateness of the existing EHC plan.

- Explore options to reduce or discontinue specific provisions within the EHC plan.

A pupil can be removed from the SEND register at any point in their school journey when they have achieved the desired outcomes, are making expected progress, and no longer require supplementary support to attain these objectives or meet expected progress indicators.

Where a child has identified needs, they should be recorded as SEN Support (K code) unless they are in receipt of an EHC Plan. Where they have an EHC Plan they are

recorded as such (E code). There is a clear expectation that they require and receive additional support on a regular basis.

## 11. Training for SEND

Funding arrangements are established at the local level and are provided to schools under three primary categories:

**Element 1:** An allocation of funds for each pupil enrolled in the school. This serves as the fundamental budget for the school, supporting the general educational provisions for all pupils, including those with Special Educational Needs and Disabilities (SEND).

**Element 2:** This component is designated as the school's notional SEND budget. When schools receive funding, they have the flexibility to utilise it in a manner they believe best serves the needs of their pupils. Nevertheless, schools bear the responsibility to identify, evaluate, and provide specialised educational support for all children with SEND.

**Element 3:** Top-Up Funding: Should a school demonstrate that a pupil with SEND requires more than £6,000 worth of specialised educational provisions, they can request the Local Authority to provide additional funding to cover the costs of such provisions. If approved by the Local Authority, the funding is disbursed from the Local Authority's high-needs block. Element 3 is specifically earmarked for individual pupils with elevated needs, and schools are expected to allocate this funding to provide supplementary support for those particular pupils.

### **In-Service Training (INSET):**

In-service training, pertaining to SEND, is available for the entire school, specific departments, or individual staff members. The provision of training is allocated in response to recognised needs or through requests stemming from teacher appraisal reviews. All INSET activities adhere to the school's Continuing Professional Development (CPD) Policy. INSET sessions may be conducted by either in-house staff or external consultants/course organisers. To sustain and enhance the quality of teaching and provision to address the diverse strengths and needs of all pupils, all staff members are encouraged to engage in ongoing training and professional development.

Upon assuming their roles, all teachers and support staff undergo an induction process, which includes a meeting with the SENDCo (Special Educational Needs Coordinator) to familiarise them with the systems and structures in place pertaining to the school's SEND provision and practices. Individual pupil needs are also discussed during these meetings.

The school's SENDCo routinely participates in the Local Authority's SENDCo Hub meetings to stay current with updates at the local and national levels regarding SEND.

It is important to note that the school's SENDCo holds the NASENDCo qualification, which is a statutory requirement mandated by the government, ensuring expertise in the field of Special Educational Needs.