

# St Oswald's Catholic Primary School



## SEND Policy

The Local Governing Body of St Oswald's Catholic Primary School adopted this policy Spring 2023 and it will be reviewed annually

Signed *M. V. Gibben* (Chair)

## Special Educational Needs And Disabilities Policy

This policy outlines the procedures for the identification and support of children with special educational needs and disabilities at St Oswald's Catholic Primary School. This policy was reviewed and updated in line with the revised guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25.

Visit <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> for an additional information.

Some children and young people may require more help to learn and develop than children and young people of the same age. If this is the case they may be classed as having special educational needs (SEN) so they can get extra support. This could include anything from more accessible information to one to one support at school. Some children and young people with SEN may also have a disability which does not affect their ability to learn but might stop them from being able to do certain day-to-day things.

### Aim

To raise aspirations and expectations for all children with special educational needs and disabilities.

### Objectives

- To identify and provide for children who have SEN and additional needs to work within the guidance provided in the SEND Code of Practice;
- To operate a whole school approach to the management and provision of support for special educational needs;
- To provide advice and support for all staff working with children with special educational need;
- To develop and maintain partnerships and high levels of engagement with parents;
- To ensure access to the curriculum for all children

### Special Educational Needs

Children with special educational needs have learning difficulties that call for special provision to be made. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children the same age;
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

The four broad areas of needs are:-

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical needs

We identify the needs of children by considering the needs of the whole child which will include not just the educational needs of the child but an inclusive range of needs including mental health. The purpose of identification is to work out what action we need to take, not to fit a child into a category.

### How is SEND identified?

Every local area must identify which children and young people have SEND so that it can plan how it will go about meeting their needs.

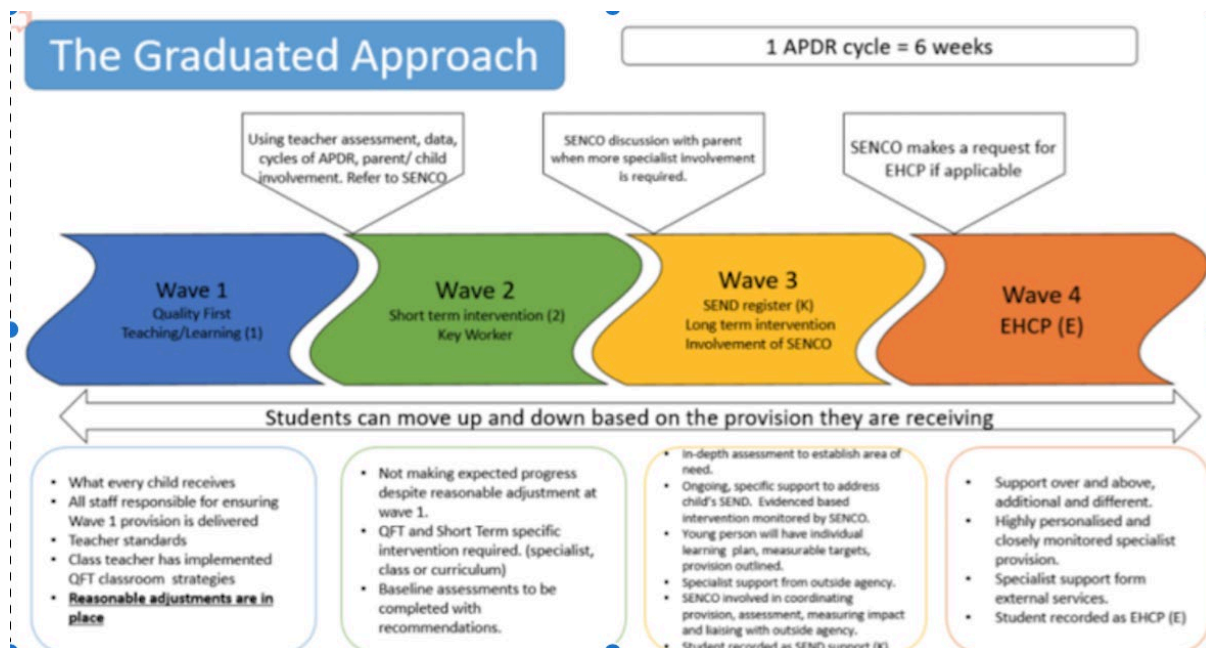
At St Oswald's, children and young people with SEN will be identified in many different ways. Some may have their SEN identified by a health worker or a paediatrician in their early life, and some children and young people's needs may become evident later on in life, for example when they enter a certain key stage in school. Some children's SEN can be predicted in early age. For example, certain conditions may mean it is more likely that they will require more support to learn and develop.

In all situations, the families of children under the age of 16 must be told about their child's needs, and families of young people over the age of 16 should ordinarily be involved in this process as well.

### A Graduated Approach to SEN Support

The graduated approach outlined is part of a continuous and systematic cycle of planning, intervention and review to enable all children to learn and progress at their own level of attainment. The Graduated Approach involves a model of action and intervention to support children who have SEN. We recognise that there is a continuum of SEN and where necessary, increasing specialist expertise should be involved to address the difficulties that a child may be experiencing.

When a pupil is identified as needing SEN support, we will take action to successfully recognise and remove barriers to learning and put effective SEN provision in place. in line with Bishop Wilkinson Trust. We have adopted the 4 wave approach. See model.



## Quality First Teaching

High quality teaching, differentiated for individual needs, is the first step in responding to children who have or may have SEN. We regularly and carefully review the quality of teaching for all children. We have high expectations for every child and aim to teach them the full curriculum whatever their prior attainment. We use high quality and accurate formative assessment alongside individual data, school data and national data to track the progress of each child. Where children fail to make adequate progress given their age and starting point extra support will be given as part of Quality First Teaching.

On some occasions school may use various assessment models for specific SEND children. Pupils assessed using the Engagement Model are usually described as having severe or profound and multiple learning difficulties. This means they have serious cognitive impairments and learning difficulties, which lead to significant delays in reaching developmental milestones. They may require a high level of adult support, are likely to need sensory stimulation and a curriculum that is broken into small steps and personalised in a way that is specific to their needs. Pre-Key Stage Standards may be used for statutory assessment at the end of KS1 and KS2 for pupils who are working below the standard of the national curriculum assessments and engaged in subject-specific study.

## School Support

Where children are working below age related expectations the class teacher, working with the SENCO, will collect information and carry out assessments to determine the **barriers to learning** and provide appropriate intervention. The child may be placed on the school SEND register at School SEN Support but for others a catch-up programme of intervention may be enough. Parents are invited to contribute to discussions with the class teacher and the SENCO to identify the child's strengths and

difficulties and discuss any concerns. This may result in additional interventions being provided to deliver the necessary support required.

The class teacher remains responsible for working with the child on a daily basis. The SENCO will monitor planning and provision. The school will work closely with parents to monitor the individual needs of the child. What's more, children on the SEND register will receive personalised Learning Support Plans that include SMART targets, comments and termly meetings to discuss progress with the class teacher. These plans will be passed on to each class teacher and be used as part of an in-school transition.

Where children do not make adequate progress despite additional support then further advice and assessment will be sought from outside agencies. The SENCo will make referrals to relevant external agencies as agreed in consultation with the parents. The advice received from outside agencies will be used to inform the child's intervention and support teacher's planning. Children's progress will be reviewed twice a year and parent's views on their child's progress will be sought alongside the views of the child.

#### Education, Health and Care Needs Assessment

Where a child demonstrates continuous significant cause for concern despite the involvement of relevant outside agencies, the school will request the Local Authority to carry out an Education, Health and Care Needs Assessment. The information gathered and recorded throughout the stages of the graduated response will provide evidence to support such requests; cycles of evidence are recorded over the duration of a school term.

#### Education, Health and Care Plan Provision

All children with Education, Health Care Plans will have short term (including long term) Personal Pupil Progress Targets set for their development. All Education, Health Care Plans are reviewed annually. This allows parents, the child, the LA, the school and all professionals involved to consider the progress made and to decide if it is necessary to make any amendments to the Education, Health Care Plan. Prior to the review, the school seeks written advice from all the professionals involved with the child. The views of the parents and the child are also sought. The written advice is used as the basis for the discussion at the review meeting. Following the meeting a copy of the minutes all documentation including recommendations for the coming year will be sent to the LA within 10 school days. A copy is also sent to all professionals involved and to the parents.

#### Staff Training

Staff will receive training relevant to roles, specific SEND needs and information will be shared concerning SEND regularly. Teaching staff will be supported to teach pupils with SEN within their own classes via consultations with the SENCO and in turn, outside agencies such as our school Educational Psychologist who is in regular contact with our SENCO.

### The Role of the Head teacher

- To ensure day to day management of all aspects of the school, this includes the support for children with SEND
- To ensure the needs of all children are met
- To ensure that the Governing Body is kept up to date about issues relating to SEND

### The Role of the SEND Co-ordinator

- To oversee the day to day implementation of the school's SEND policy and develop and review the policy as necessary
- To co-ordinate all the support for children with special educational needs or disabilities (SEND) ensuring that parents are involved in supporting their child's learning, kept informed about the support their child is getting and involved in reviewing how they are doing.
- To liaise with professionals from other agencies to support children's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- To maintain the school's SEND register and make sure that records of children's progress and needs are kept
- To provide professional guidance for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible

### The Role of the SEND Governor

The role of the SEND Governor is strategic. It does not for example involve the nominated governor in attending meetings with individual parents or pupils.

Key responsibilities include:

- Developing and maintaining an awareness of special needs provision in the school on behalf of the governing body
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school
- Be familiar with the SEND policy and be involved in its review and development
- Ensure that the SEND policy is linked to the School Development Plan and the budget setting process
  - Monitor and evaluate the use of allocated funds and other resources, considering cost effectiveness and best value for money in terms of increased progress for pupils with SEN
- Encourage the governing body to ensure that all school policies are consistent with the aims of the special educational needs policy

### Partnership with parents

We will actively seek to work with parents, and we will value their contributions and support.

We will:

- Inform parents as soon as the identification of special educational needs is made
- Seek their knowledge and expertise in relation to their child
- Regularly invite parents to meetings to review their child's progress and express their views/concerns
- Ensure parents understand procedure relating to SEND
- Keep parents fully informed of any changes made to the SEND provision for their child

#### Pupil Participation

The views of children with special educational needs will be sought and taken into account according to their age, maturity and capability.

We will:

- Involve the child in the development of targets at an appropriate level
- Encourage children to monitor and evaluate their own performance in relation to their starting points
- Seek and record the views of the child in the review process

#### Linked Policies

- Inclusion Policy
- SEN Information Report

This policy will be reviewed by the Local Governing Committee Spring 2024.