

St Teresa's Catholic Primary School

SEND Policy



This Policy has been written and compiled by Heather Clipston who is the SENCo (Special Educational Needs Co-ordinator). I hold the Post Graduate Certificate in Special Educational Needs (SENCO Award), I also hold the specialist teacher postgraduate qualification for Dyslexia. I am part of the Senior Leadership Team and can be contacted at school, by phone, or alternatively by email at hclipston@st-teresas-pri.lancs.sch.uk

The SEND Governor is Denise Haydock

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND.

At St Teresa's we are a nurturing school that fully supports the needs of all learners in our care, to ensure that every child makes good progress to meet their full potential. We are passionate about ensuring children learn in a flexible and supportive environment tailored to suit children's individual learning styles. Through careful monitoring of pupil progress we pinpoint children who may need additional support. Every teacher is a teacher of every child including those with SEN.

St Teresa's is a growing Catholic Primary School; we currently have 166 children in school and 21 children in the Nursery. We are proud of our Catholic links within the parish of St John XXIII. The children who attend our school live locally to school. At present we have 57% free school meals.

SECTION 2

AIM

In line with our aims and mission statement we will ensure that the most efficient use is made of all the resources and skills to enable all children to participate in the life and work of the school and to achieve their potential, whatever their needs in a caring supportive environment. Every teacher is a teacher of every child or young person including those with SEN.

OBJECTIVE

1. Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through the school.
2. Ensure we build good working relationships with parents, carers and other outside agencies effectively to meet the needs of staff and pupils.
3. Ensure that we recognise value and celebrate pupils' achievements in all areas of the curriculum and school life.
4. To ensure that the school offers a broad balanced and differentiated curriculum that is accessible to pupils with SEN, AGT and EAL and promotes high standards of attainment and achievement.

5. Ensure the learning needs of pupils with special educational needs are identified and assessed as early as possible, and their progress carefully monitored.
6. To provide support, advice and training where needed for all staff working with special educational needs pupils.
7. To work within the guidance provided in the SEND Code of Practice 2014.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

- The Code of Practice describes the 4 broad categories of need as;
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health
 - Sensory and Physical needs
- The purpose of identification is to work out what action school needs to take, not to fit a pupil into a category. At St Teresa's we consider meeting the needs of the whole child which will include not just the special educational needs of the child or young person.

There are other elements that impact on children's progress and attainment; it cannot always be assumed that children who are not making the expected progress have SEN

- Attendance and Punctuality
- Health and Welfare
- EAL

May all impact on a child's progress. School will liaise with parents and support agencies where additional support is required to overcome any barriers to learning. Making reasonable adjustment and providing resources where possible. Occasionally even with the support of external agencies we may identify that we are unable to fully meet the unmet need of a pupil through our own provision arrangements. In these circumstances an assessment of the unmet needs would be carried out through the CAF process, information can be found on the Lancashire website;

<http://www.lancashirechildrenstrust.org.uk/resources/?siteid=6274&pageid=45139>

SECTION 4: MANAGING PUPILS NEEDS ON THE SEN REGISTER

Children who require additional support and careful monitoring are placed on the SEN Register. Through discussion with class teachers and comparing progress data children are identified during pupil progress meetings; these are meetings between the class teacher, SENCo and senior leadership team. A provision map is drawn up during the discussion to discuss provision for these children. Parents are generally informed if their child is identified to work in a small intervention group. Staff work hard to identify any barriers to learning and ways to support the child to remove the barriers, including innovative methods of teaching and multi-sensory approaches.

It is sometimes necessary to personalise targets to provide targeted one to one support through use of an IEP (Individual Education Plan) or IBP (Individual behaviour plan). These are shared with parents as they are reviewed; generally these plans are reviewed and updated every half term. All children in school should be aware of their targets or next steps in learning. It is important that IEP targets are made clear and shared on a regular basis with the children so they can monitor and see their progress themselves.

Class Teachers are responsible for writing IEP's and reviewing them on a regular basis, every half term. IEP work is carried out in class usually by a Teaching Assistant who will work on the tasks specified. IEP's will have specific and measurable targets that are achievable. It is important to note that IEP targets should also be applied in classwork; Teachers should

provide opportunities through differentiation to apply the skills in context and to develop independent learning. IEP focussed work should take place at least 3 times during the week for short sessions. This is carefully monitored.

All current IEP's are held in class but the SENCo is given a copy to keep on file for reference.

If a child is part of an intervention group then their progress is carefully monitored to ensure that children make accelerated progress to make the necessary catch up where required.

If a child is not making the expected progress or additional support is required then as a school we have regular half termly visits from an Educational Psychologist. Parents will always be consulted before the Psychologist will be coming into school if their child is to be seen or discussed on any level. Parents will also be given the opportunity to come into school to discuss their concerns with her on the day of the visit. With the support of the Educational Psychologist we can produce specialist action plans and additional testing or referrals to other agencies where required. We can also use the assessments provided if necessary to apply for Education Health Care Plans (EHCP) previously known as statements.

Within school we are able to provide a range of services to support children with additional needs including Speech and Language therapy, Learning Mentor support and EAL specialists, we have a team of highly trained Teaching staff and assistants who are assigned to support identified children. If a need is identified that the school does not provide services for then school will look into costing this and providing appropriate support if this is deemed to be necessary.

Children who are in receipt of EHCP plans or statements will have an annual review or meeting with parents or carer, the child, the teaching staff who work with the learner and the SENCo. The meeting is to celebrate progress, to look at the objectives set previously, how they have been achieved and identify the next steps. This may include involvement from outside agencies where stated.

All parents are encouraged to discuss their children's progress at regular meetings with class teachers. Teachers will speak to parents or arrange a meeting if they have a concern regarding a child's progress in school. It may sometimes be more convenient for parents to make an arrangement to speak to the class teacher if parents have a specific concern, staff are generally happy to speak to parents at the end of a school day where there is an opportunity. At this point the SENCo will be informed to attend this meeting.

SECTION 5: CRITERIA FOR EXITING THE SEN REGISTER/RECORD

A child or learner will exit the SEN register if they are making progress in class and not requiring additional specialist support. The register is amended regularly to take this into account.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

- Here at St Teresa's we are passionate about meeting the needs of all children in our care, the School Local Offer is available on the school website and also on the Lancashire website.

- We work with a range of agencies to support the needs of all our children and families including;
 - Speech and language therapy,
 - Learning mentor support ,
 - Health and social care professionals,
 - CAMHS

- Educational Psychology professionals,
- Pupil attendance support team,
- School nursing team

- We ensure that all children including those with SEN who are able can access exams and other assessments, making access arrangements in line with regulations. We will be sensitive to the needs of the children and ensure that parents/carers and children are made aware of what the arrangements will be. This is the responsibility of the Headteacher.

- Transition from class to class and across key stages- At St Teresa's we are proud of our school family, we work closely with different classes encouraging links between the classes and collaborative working where possible. In the summer term we provide moving up experiences where children move to the next class, often a Teaching assistant may move up with a class providing some continuity.

- Moving to another school including Secondary School can be stressful for any child and especially for children and parents who have SEN. Where possible we would encourage parents to speak to us about any move of school as early as possible so that the SENCo can liaise with the new school to provide a good transition including where possible visits to the new school accompanied by St Teresa's staff.
When considering high schools we would encourage children with SEN to begin looking at high school choices in Y5 this allows more time for informed choices. School will liaise early in the year with prospective high schools and ensure that transition is as smooth as possible.

More information regarding the Lancashire offer and providing for children with SEN can be found here;

<http://www.lancashire.gov.uk/SEND>

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education to achieve their full academic potential, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- If a child is identified as having additional medical needs then a care plan will be written in conjunction with parents, the school nursing team and school. Staff may need specific training to administer medication or procedures will be identified to be followed where necessary, staff who are trained in these procedures are listed on the care plans. Care plans are kept in class and in the main staffroom so that all staff are aware of children who may require

additional support for medical needs. Occasionally there may be reasons of confidentiality this will be dealt with appropriately to minimise any risks.

- Children who have asthma are encouraged to have an inhaler in school which is clearly labelled and will be stored in class so that if required they can access it, each class has a central location for this. If children require their inhaler during the day parents will be informed at the end of the school day.
- School staff are not to administer any prescription drugs (antibiotics) unless specifically briefed and written consent is given by the parent. If any prescribed medication is to be administered it is essential that it is given to the school office and the correct forms are completed stating the required dosage, time to be administered and is stored securely at the office. The medication will be administered by a member of the leadership team. A record of medications administered are stored in the medication file. Medication must have a pharmacy label with the child's name on it. It is advisable that any medications that are to be administered 4 times a day are only administered at lunchtime to allow the further 3 dosages to be given at home. Medication can be collected at the end of the day from the office.

SECTION 8: MONITORING AND EVALUATION OF SEND

- All children who access additional support through intervention or IEP's are carefully monitored through tracking data, quality control of interventions through observation, staff self-evaluation, pupil interviews and monitoring of children's work.
- The SEND Governor regularly liaises with the SENCo and the head teacher to discuss interventions and value for money to ensure that children are receiving the best possible interventions to make maximum positive impact on their learning.

SECTION 9: TRAINING AND RESOURCES

- Pupils who have statements or EHCP's may have funding that is put into school (High needs block funding) this funding is available to support the child's learning as specified in the Statement or EHCP.
- Staff training needs are identified if there is a need for provision. All staff are encouraged to undertake training to develop their skills and respond to the changing educational needs of the children. At St Teresa's we have a high quality teaching and support staff that are passionate about supporting the children in our care.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENCO regularly attends the termly SENCo meetings in order to keep up to date with local and national updates in SEND.

SECTION 10: ROLES AND RESPONSIBILITIES

- **Role of SEN Governor** The new code of practice does not set out what this role entails however it states that "There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability." To champion the SEN agenda and to ensure that the profile of SEN is raised to ensure that funding is adequate and the legal responsibilities are met. The school SEND Governor is Denise Haydock
- **The Designated Teacher with specific Safeguarding responsibility-** At St Teresa's we have two Designated Senior Leaders for Safeguarding Mrs Hughes (Headteacher) and Mrs Clipston (SENCo)

- **The member of staff responsible for managing PPG/CLA funding** Mrs Hughes (Headteacher) is responsible for managing allocation and monitoring the impact.
- **Name of member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils** Mrs Clipston (SENCo) liaises with the school nursing team to devise care plans to support children who have medical needs.

SECTION 11: STORING AND MANAGING INFORMATION

- In line with the schools confidentiality policy all documentation is stored securely. There is a locked cupboard in the SENCo office where files are kept. These files are for any child who is on the SEN register.
- Information is transferred to a child's new school if they leave to move to another primary school or high school. Any files transferred are either sent in person to the school or sent recorded delivery under the heading 'Confidential for attention of the school SENCo'
- For children who have a statement or EHCP who transfer schools, it is a legal requirement for schools to keep a copy of all documentation until the child is 25 years old as stated in the new code of practice.

SECTION 12: REVIEWING THE POLICY

- This policy will be reviewed annually to ensure that the policy is meeting the requirements of the children in our care and also to meet the requirements of the new code of practice.

SECTION 13: ACCESSIBILITY

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.
- Accessibility plans and strategies must be in writing.
- School will work with all stakeholders to remove any barriers to learning.
- Substantial works have taken place to ensure that school is accessible for pupils and parents in wheelchairs and have specific needs.
- School actively promotes access for all pupils to the school curriculum regardless of disability. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- Policies are available along with the school Local offer on the school website or through the Lancashire website. Copies can also be obtained in school in large font.
- Parents are encouraged to liaise with the class teacher regarding any concerns in the first instance, although the SENCo is available to discuss any specific issues at any point. It is generally most convenient to speak to teaching staff at the end of the school day or make an appointment for a convenient time to discuss your concerns.

SECTION 14: DEALING WITH COMPLAINTS

It would be hoped that parents or carers would liaise with school closely so that school can provide for a child's specific needs. However if a parent or carer feels that they have not had the requirements of their child met by school following the above protocols then complaints should be directed in the first instance to the school Headteacher Mrs Hughes. If there cannot be a successful resolution then the complaint can be directed to the Local Authority.

SECTION 15: BULLYING

All children are taught about antibullying, friendships and staying safe through a combination of PHSE lessons, assemblies and class discussions. There is an antibullying week held in school where theatre groups are invited into school to work with age appropriate classes of children to raise awareness of bullying, cyber bullying and staying safe online.

All staff are made aware of vulnerable children and where appropriate a key worker may be allocated to support.

Online safety is again taught in an age appropriate context including visiting speakers from the NSPCC, and other agencies.

Bullying is dealt with in accordance with the Anti-bullying policy, in accordance with legislation school has three Designated Senior Leaders who deal with any matters relating to child protection and safeguarding. All school staff receive annual child protection training.

SECTION 16: APPENDICES

The Code of Practice can be found at the link below;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Information from The DfE regarding the management of medical conditions in school can be found here;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf

Information on the Lancashire Local Offer can be found here;

<http://www.lancashire.gov.uk/SEND>

Glossary of terms

AGT	Able Gifted and Talented
CAF	Common Assessment Framework
CAMHS	Children Adolescent Mental Health Support
CLA	Child Looked After
DDA	Disability Discrimination Act
DfE	Department for Education
DSL	Designated Senior Leader (Safeguarding)
EAL	English as an Additional Language (not SEN)
EHCP	Education Health Care Plan
EP	Educational Psychologist

IBP	Individual Behaviour Plan
IEP	Individual Education Plan
LA	Local Authority
PPG	Pupil Premium Grant
SEN	Special Educational Need
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Need Disability
SENDo	Special Educational Needs Officer (LA)
SLT	Senior Leadership Team

This Policy was reviewed and accepted by the Governing Body October 2016

Reviewed January 2018

Signed Mary Thackeray Chair of Governors

Signed Marie Hughes Headteacher