

St John's Catholic Primary School



SEND's POLICY – L.A

“Christ is the Centre of our School Community where we live, love and learn together”

COMPLIANCE

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

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013
- Schools SEN Report
- Accessibility Plan
- Safeguarding Policy

1.

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. It was a co-produced policy in the spirit of current reform (2014).

The SENCO at St John's Catholic Primary School is Mrs Shan Melarangi.

She can be contacted directly at the school on 0151 922 1924 or via email at s.melarangi@stjohnsprimaryschool.com

2. St. John's Catholic Primary School values

At St. John's, we embrace the fact that every child is different, and therefore the educational needs of every child varies. This is certainly the case for children with special educational needs and disabilities.

Many children have additional needs at some point during their time in St. John's. This is not to say that these children will be performing below age related expectation academically in every instance. Additional needs may be related to health, emotions, behaviour or learning. We aim to identify and address these needs through our school's inclusive practice.

We recognise the definition of SEND as stated in the Code of Practice 2014:

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age”. (p94 para 6.15)

3. Aims and objectives of St John's Catholic Primary School in relation to SEND provision

- To create an ethos and educational environment that is person centred and has the views and needs of the child/young person at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the SEND Code of Practice (2014) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (p93, para 6.4). Every teacher is a teacher of every child including those with special educational needs or disabilities.
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress;
- To work within a 'person centred approach' fostering and promoting effective collaboration with children, parents/carers and outside agencies;
- To encourage and engage the participation of children and parents in the decision making and the planning and review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff and the SEN Governor in providing an appropriate education for pupils with special educational needs and/or disabilities;
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus

developing positive self-esteem with a long term goal of independence and preparation for adulthood.

4. Lines of responsibility and accountability

At St. John's Catholic Primary it is understood, as per the SEND Code of Practice (2014), that the class teacher is responsible for meeting the individual needs of the pupils in their class, this includes children with SEND. The class teacher can liaise with the SENCO to seek professional advice and further support in meeting the needs of pupils with SEND.

The SENCO has day- to –day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND. The SENCO routinely monitors the provision in place for pupils with SEND. She will offer professional guidance and support to colleagues in response to this monitoring. Where necessary, the SENCO will refer to, and co-ordinate with, external agencies for specialist support. The SENCO is a member of the Senior Leadership Team and so plays a strategic role in developing SEND policy and provision within the school.

Whilst the full governing body remains responsible for SEND they often appoint a SEND Governor to support their work. The SEND Governor at St John's Catholic Primary School is Lindsey McArdle. She can be contacted via the Head teacher or Clerk for the Governors. The SEND Governor promotes the development of SEND provision by:

- championing inclusion and promoting a greater understanding of issues related to SEN by the Governing Body;
- being familiar with key legislation and policy;
- fostering communication between parents/carers of children with SEND and the school;
- meeting regularly with the SENCO,
- ensuring they have an understanding of the role of the SENCO and how pupils are supported;
- developing an awareness of the types of SEND present within the school cohort;
- reporting regularly to the Governing Body;
- understanding how funding received for SEND is allocated by the school;
- attending training in relation to SEND;
- Reviewing and monitor the effectiveness of the SEND Policy.

The Governing Body will report annually on the success of the policy under the statements listed in 'The aims and values of this policy'. The SEND Governor will also liaise with the SENCO in relation to the Local Offer and the SEN Information report.

In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Head teacher, SENCO and Link SEN Governor
- Parents/carers
- Pupils
- Outside Agencies

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting outcomes.
- An analysis of external tests including SATs and optional SATS.
- The school's tracking systems and teacher assessments
- Evidence generated from One Page Profile and Annual Review meetings.
- ASP online
- Reports provided by outside agencies including Ofsted.

5. Admissions:

At St. John's Catholic Primary School we do not refuse admission to the school on the basis of a child's special educational need. The school takes all **reasonable** steps to provide effective educational provision for all children.

6. Identification of SEND

The school's particular arrangements for assessing and identifying pupils as having SEND also form a part of our published **Local Offer**

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/organisation.page?id=H6pvJp-gMPk&familychannel=10-1-2> which was produced in consultation with parents in cooperation with the Local Authority and with due regard to the general duties to promote disability equality.

- The school reflects what the Code of Practice states (p100 sect 6.44) in that pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. This is known as '**SEN Support**'.
- We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.
- The four broad areas identified within the SEND Code of Practice 2014 (p97) are '**Communication and Interaction**', '**Cognition and Learning**', '**Social, Emotional and Mental Health Difficulties**' and '**Sensory and/or Physical needs**' and the children are identified largely within these areas. These areas

exemplify the range of need for which the school is able to identify and provide support from within the school's provision.

- The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The school identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.
- The ability to identify SEND and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012), teachers are guided and supported in this by the SENCO and information is shared appropriately and frequently.
- Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. The SENCO works closely with the school assessment coordinator to interrogate the school tracking data and ASP online data.
- At St John's Catholic Primary School we also use a number of indicators to identify pupils' special educational needs. Such as:
 - Close analysis of data including: EYFSP, phonic assessments and termly and yearly assessments.
 - Any teacher or support staff concerns.
 - Following up parental concerns.
 - Tracking individual pupil progress over time.
 - Liaison with feeder schools on transfer.
 - Information from previous schools. Information from other services.
 - Very close liaison at the outset with EYFS staff, the SENCO and parents.

7. Assessing and Reviewing progress of SEND pupils

The school follows the graduated approach as stated in the Code of Practice 2014. This is a four part, continuous cycle as follows:

ASSESS:-In Assessing a child the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour and their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting any assessments. Any concerns by parents are actively listened to and recorded. Assessments and progress are reviewed every term in our school at pupil progress meetings with the Head Teacher and Assessment coordinator.

PLAN: - We recognise that we **must** formally notify parents if their child is being provided with SEN support despite prior involvement and communication. The teacher and SENCO agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review.

DO: - The School's SENCO, Mrs Melarangi, supports the class or subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

REVIEW: - Reviews are carried out on the agreed date. Where a child has an EHC (Education, Health and Care Plan) these must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENCO's role. When we review we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher, working with the SENCO, will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another setting, information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings and the SENCO attending meetings offsite to support the transition process.

8. Working with parents and carers to support pupils with SEND

Please also see our 'SEND Information Report' available on our school website or paper copies available from the School office.

- At St John's Catholic Primary School we recognise that the impact of SEN support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEN support outside school as well as the parents/carers particular knowledge of their child/young person and any changes in needs which they can provide.
- In creating the School's Local offer parental consultation was crucial and parents views on this were sought, acted upon and valued. This is an

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ongoing process and the school operates an open door policy where parents are encouraged to communicate openly with the school in a timely way should they have any concerns regarding their child/young person. There are other systems to encourage communication such as PTA, questionnaires and coffee mornings etc.

- Where a pupil is receiving SEN Support the school endeavors to talk to parents/carers regularly to set clear outcomes and review progress towards them, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school.
- At all stages of the SEN process the school keeps parents/carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents form an important part of monitoring and recording for the school.

9. Equality and Inclusion

- At St John's Catholic Primary School we recognise our duties regarding equality and inclusion for individual disabled children and young people under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at significant disadvantage. We also recognise that these are anticipatory duties and strive to make arrangements in advance to prevent disadvantage. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed.
- Children are encouraged to participate fully in the life of the school. This includes extracurricular clubs and activities where the SENCO monitors the attendance of those with Special Educational Needs and disabilities to ensure that there is good representative participation from these groups.

10. SEND Training

All primary schools within an SEN Consortia share best practice and offers support within the locality. Training on SEND is arranged through these and with the support and involvement of the services attached to these. The training is needs led and linked to the school development plan, needs of the particular consortia and the school's Local offer. Specific training can be provided for the SENCO, Teaching

Assistants, whole school and parents. Liverpool school Improvement service provides two SENCO Briefings and an annual SENCO Transition Forum (KS2/3) in June where any pupils with SEND and/or vulnerable pupils can be discussed in person and a transition plan can be put in place.

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENCO provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

Teaching Assistants are recognised as one of our most valuable resources within the school. Teaching Assistants are often involved in delivering interventions and additional support to pupils with SEND. The Head teacher and SENCO strategically plan the most effective use of school resources, including Teaching Assistants, across the school in co-ordinating SEND provision.

11. Supporting pupils with medical conditions

Please see '**Policy for Supporting Medical Conditions in School**' available from the school office or published on the website.

12. Accessibility.

All pupils at St John's Catholic Primary School have equal access to a broad and balanced curriculum differentiated to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to pupils making relevant progress that is closely monitored.

Quality first teaching incorporates a wide range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.

The school's Teaching and Learning Policy promotes best practice towards students with SEND.

Following The Equality Act 2010 it states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment).

Relevant information is shared with parents/carers of pupils on SEN Support or with an Education Health and Care Plan (EHC Plan). They receive regular details on the

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agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

13. Complaints procedure.

Any complaints should first be raised with the SENCO, then if necessary with the Head teacher and finally, if unresolved, with the SEND Governor. All complaints follow the school's complaints procedure.

Managing parental complaints related to SEND (any of the following may apply)

- Meetings with the parents/carers, perhaps involving a mediator such as the 'Information, Advice and Support Service' (currently Parent Partnership).
- Key issues are identified including where there is agreement.
- Discussions should take place with the SENCO
- Reports provided by outside agencies should be considered
- Outcomes are reviewed examining what progress the pupil has made.
Any behaviour logs should ensure strategies are included and shared with parents/carers.