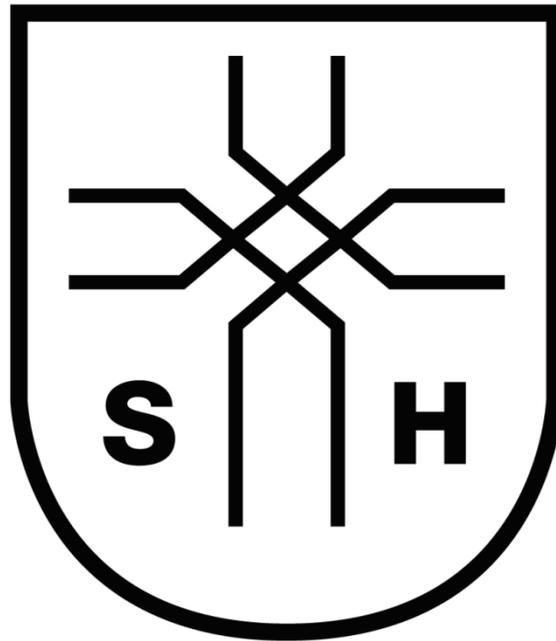


Sacred Heart Catholic Primary School



Special Educational Needs & Disability Policy

Date approved	January 2020
Date of next review	January 2021

Equality Act Statement:

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Please refer to St John the Baptist Multi Academy Trust Equality & Diversity Policy

Policy to Promote the Successful Inclusion of Pupils with Special Educational Needs and Disabilities

Compliance

- This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (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 (July 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 2014

This policy should be read in conjunction with the Safeguarding Policy, Disability Equality Policy, Accessibility policy, Medical Conditions Policy.

- Teachers Standards 2012

This policy has been created and reviewed by the school's SENCo after consultation with the school's SEN Governor and members of staff about SEND provision. Parents of pupils with SEND were approached and invited to discuss the provision of SEND at school. This policy includes the views of those involved.

CONTACT DETAILS

SENCO: Nicola Ward

Appointed as SENCO: 1st September 2014

Qualifications: BA (QTS) Hons PG Dip SpLD AMBDA, NASENCO, Strategic Lead for pupils who have experienced relational trauma and loss

At Sacred Heart Catholic Primary School we believe that:

That every teacher is a teacher of every child, including those with SEN, and that all pupils are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living rewarding lives, and
- make a positive transition into adulthood, whether this is into employment, further/higher education or training.

The SENCo is a member of the SENCo network steering group in Peterborough which provides the SENCo with an opportunity to discuss SEND practice, both locally and nationally.

SECTION 2 AIMS

We aim to raise the aspirations of and expectations for all pupils with SEND. At Sacred Heart we provide a focus on the outcomes for children and not on the hours of provision/support. We enable children to feel that they are valued members of their class, school and community. We ensure they fully participate in school life and that their strengths are acknowledged and where appropriate utilised.

Objectives

We aim:

- To identify and provide for pupils who have special educational needs and additional needs as early as possible.
- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils.
- To provide quality teaching and learning experiences which engage and support SEN pupils to make good progress.
- To ensure that pupils and parents have a voice in this process.

SECTION 3 IDENTIFYING SEN

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching available. At Sacred Heart once a SEN concern is raised about a child by a parent, the child themselves or a member of staff, the teacher of that child will commence the graduated approach (assess-plan-do-review) when working with the child, see section 4.

The Code of Practice describes the 4 broad categories of need:

1. communication and interaction
2. cognition and learning
3. social, emotional and mental health
4. sensory and/or physical needs

These four broad areas give an overview of the range of needs that are planned for. The purpose of identification is to work out what action we as a school needs to take and not to simply fit a pupil into a category. It is possible that a child will have areas of needs in more than one of these categories. At Sacred Heart we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

The following may impact progress and attainment but are not classed as SEN:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

SECTION 4: A GRADUATED APPROACH TO SEN SUPPORT

At Sacred Heart we identify and manage children with SEN as follows:

- The class teacher is responsible and accountable for the progress and development of all pupils within their class.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- Additional intervention and support from teaching assistants or specialist staff may be provided. However the class teacher will closely monitor progress and review the effectiveness of this.
- We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Both the child’s class teacher and SENCO will have been through a process to consider if the provision of Special Educational Needs support is required. They will have considered all of the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment by the class teacher, the SENCO or an external specialist.
- A decision to place a pupil on the SEN support list will have included the class teacher and SENCO following a discussion with parent(s)/carer(s) during the review progress. If it is decided that despite appropriate intervention a child is not making expected progress and Special Educational Need is seen to be the reason for this, then the child will be placed on the SEN support list.

MANAGING PUPILS ON THE SEN SUPPORT LIST

- A pupil's attainment and progress is monitored during the term by the class teacher. This is formalised with a pupil progress meeting each term between the head teacher and class teacher.
- Each pupil on the SEN support list will have an assess plan do review (APDR) document, completed by their class teacher with advice from the SENCo, which will:
 - note the known barriers to learning for the pupil
 - keep a record of what has been provided as part of their quality first teaching, identified as **reasonable adjustments**
 - keep a record of any intervention work undertaken during the term (identified as **targeted support**) with particular focus on the impact of this
 - keep a record of parent/pupil views on the effectiveness of the support provided
- For pupils on the SEN support list the class teacher will hold a review meeting every term with the parent and where appropriate the pupil present. The SENCo may also attend this meeting at the request of the class teacher or parent. The meeting will review the pupil's progress within the graduated approach (assess-plan-do-review).
- As part of the review process the effectiveness of approaches/support and intervention used during the term will be discussed and a decision be made regarding the next cycle of support. If it is felt that the support offered within the school does not meet the needs of the pupil, advice from external agencies/professionals may be sought.
- Where advice and specialist support is sought from external agencies and professionals the necessary initial checks and assessments will have been completed with permission of the parent:
 - An Occupational Therapy referral if difficulties still persist following the completion of a Functional Difficulties Checklist and the implementation of suggested tasks and activities from within the Paston Pack. These will be carefully monitored and progress recorded (normally for at least one term).
 - A Speech and Language Therapy referral follows the completion of a Speech Sounds Assessment and the identified need for immediate speech therapy where appropriate. A language referral may be made following the SENCo's use of appropriate assessment materials and/or the completion of the Talk Boost intervention. Either of which may suggest there are potential language difficulties.
 - Concerns regarding the possibility of Attention Deficit Hyperactivity Disorder (ADHD) or Autistic Spectrum Disorder (ASD) are referred to the Community Paediatrician. There is a pathway within the local authority which requires the parents to attend a 12 week approved parenting course prior to a referral being made. Advice is sought where deemed necessary for children with an ASD diagnosis from the Autism Outreach service within the local authority and

continues for as long as required by the school/Autism Outreach service. Advice regarding ADHD can be sought from the ADHD specialist teacher.

- Advice regarding hearing or vision impairment is sought from Sensory Support.
- Sacred Heart does not currently subscribe to the Educational Psychology (EP) Service. However advice can be sought directly from them via a parent consultation, with a member of staff present if requested. These are bookable slots and parents book directly with the EP service: 01733 863689
- Advice from other external agencies is sought according to the needs of the pupils on roll.
- Where a parent declines the involvement of an external agency the school will note on the child's record that permission has not been given. The SENCo & class teacher will aim to ensure that the parent fully understands the reason for the referral and how this could support their child at school. The child will be placed on the SEN support list if it is felt that this potentially undiagnosed difficulty is a Special Educational Need which is affecting their progress and attainment at school. The difficulty will continue to be monitored within school and discussed during the review process with the parent.

SECTION 5: CRITERIA FOR EXITING THE SEN SUPPORT LIST

The SENCo monitors progress and attainment of pupils on the SEN support list. When barriers to learning are overcome/expected attainment is achieved the child may no longer receive additional SEN provision and will exit the SEN support list. Parents will most likely be party to this decision.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

Parents can access Peterborough City Council's Local Offer on www.peterboroughcitycouncil.co.uk.

Sacred Heart's SEN Information Report (compliance to the local offer) can be accessed on the school's website: www.sacredheart.peterborough.sch.uk

The local authority Designated Parent Partnership Officer, Marion Deeley, can be contacted by telephone: 01733 863979.

Family Voice can be contacted by telephone: 01733 313184 or via the website: www.familyvoice.org

- All measures are taken to ensure that SEN children are able to access exams and other assessments where appropriate. Special access arrangements can be applied for those pupils who meet the criteria. These may include:
 - extra time to complete tests
 - the use of readers/amenensis (scribe)
 - the use of laptops
 - the provision of movement breaks.
 - enlarged/modified scripts/language modifications.
- The transition of SEN pupils is managed by teaching staff supported by the SENCo from class to class, across key stages and to other schools (including Secondary School). Further details can be found on the school's website (SEN information report).

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, 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 (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- Pupils with medical conditions are supported through health care plans (where appropriate) written in partnership with parents and health professionals. Full details can be found in the school's Managing Medical Conditions policy.

SECTION 8: MONITORING AND EVALUATION OF SEND

Senior leaders and Governors regularly and carefully monitor and evaluate the quality of provision offered to all pupils through lesson observations, learning walks, book scrutiny, pupil voice, parent/pupil questionnaires and discussions. These arrangements promote continuous reflection, review and improvement of provision for all pupils.

The SENCo is part of a peer review project which meets termly. A SEND audit tool provided by Peterborough Local Authority is used by the SENCo as part of this process.

SECTION 9: TRAINING AND RESOURCES

The SEN budget is allocated according to the Local Authority's school funding formula. At a school level this is approved by governors. The SEN budget is then allocated by the degree of need/level of support required at the targeted, targeted specialist and specialist level within the 4 broad categories:

1. communication and interaction
2. cognition and learning
3. social, emotional and mental health
4. sensory and/or physical needs

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- Staff training needs are usually identified during the annual performance review process. However training needs can also be identified at any point during the year.
- 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 SENCO regularly attends the Local Authority's SENCO network meetings in order to keep up to date with local and national updates in SEND.

SECTION 10 ROLES AND RESPONSIBILITIES

SEN team: Nicola Ward (SENCO)

SEN Governor: Julia Heppell

Name of Designated Teacher with specific Safeguarding responsibility: Mark Cooper, Sally Robertshaw & Nicola Ward

Name member of staff responsible for managing PPG funding: Corinne Hayes

Name of member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils: Nicola Ward

SECTION 11 STORING AND MANAGING INFORMATION

Please refer to the school's Data Protection Privacy Notice.

SECTION 12: REVIEWING THE POLICY

This policy will reviewed after every two years.

SECTION 13: ACCESSIBILITY

Refer to the school's Disability Equality Policy.

SECTION 14 DEALING WITH COMPLAINTS

The first point of contact is the class teacher. Please refer to the school's Complaints policy for full details. Where the complaint concerns the SEN provision for your child, the SENCO will be involved in the complaints process.

SECTION 15 BULLYING

Please refer to the school's Bullying policy for full details.