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St Patrick's Catholic Primary School

Special Educational Needs and disability

Policy



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Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:



www.education.gov.uk/schools/pupilsupport/SEND

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SENDD Local Offer website:

www.nottinghamshire.SENDdlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SENDD Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SENDD Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

To ensure the needs of all pupils with SEND are met through a positive culture, good management and appropriate deployment of resources

To ensure that all pupils with SEND are enabled to reach their full potential, taking into account targets based on prior attainment and teacher assessment

To ensure that all pupils are enabled to enjoy their time at St Patrick's Catholic Primary School.

To enable full participation alongside other pupils where practicable to the taught curriculum and the 'non-taught' curriculum

To ensure that pupils with SEND, where there may be vulnerability, are kept safe at all times and are enabled to integrate as fully as possible in the school environment.

Objectives



- Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCO Gemma Edwar and classroom teachers and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information *[annually]* on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs.

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Gemma Edwards
- The person co-ordinating the day to day provision of education for pupils with SEND is Gemma Edwards
- There are nominated Governors for SEND provision within school – currently Catherine Hennis.

3. Arrangements for coordinating SEND provision

Gemma Edwards will hold details of all for individual pupils including: provision maps, one page profiles and review minutes.

All staff can access:

- The *St Patrick's Catholic Primary School* SEND Policy;



- A copy of the full SEND Register.
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

4. Admission arrangements

Children with a Health, Education Care Plans that names the school are required by law to be admitted. Where there are more applications for admission number state governing body will apply criteria in strict order of priority.

Should the planned admission limit be reached mid category, the governing body, as the admissions authority will make a decision based on distance – with priority for admission being given to children who live nearest the school as the crow flies. The distance will be measured to the main entrance of the school by the local authority and provided by the school.

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

When children in year six with SEND move to secondary school we start the transition extremely early. At the end of year five we invite the school which the child will be attending to a review and we start the transition then. Parents are involved from the start to make them feel at ease and the child starts visits to the school in the January as the move school in the September.

5. Specialist SEND provision

St Patrick's Catholic School currently has 15 pupils with SEND.

Six of those children receive 1:1 support due to their level of needs. Each child has 1:1 for part or all of the week and some then have small group work for the rest of the week. Each child who receives 1:1 funding receives Placement funding and then additional family needs which is their 1:1 hours.

The other children in school who are on the SEND register receive small group work or short 1:1 sessions in class.

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The LA also provides agencies to help in school when we feel that we need extra specialised help.

6. Facilities for pupils with SEND

1. Wheel chair access in school and in the school grounds.
2. Changing suite that has been newly built to meet the needs of some pupils.
3. Specialist classroom resources - tents, specialised stationary, computers and laptops for individual children.
4. Disabled toilet access.

*See accessibility plan for more information.

7. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Serlby Park Family of Schools comprises of a secondary school and its 5 feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENDCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

At St Patrick's Catholic Primary School Addition Family Needs (AFN) is retained at family moderation meetings annually. Each child who the school want extra funding for will have a bid written about them by the SENDCO. This bid will then be taken to the meeting and they are moderated by all the family SENDCO's and LA agencies.

Higher Level Needs is a panel of specialists who receive a bid and then they decide on what money will be given to the child if any at all. HLN is only for the children with the most significant needs who need more funding than the family can provide.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.



- b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.



This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. A one page profile will be provided to each Child with SEND. They will be child centred and will be completed with the child. Parental views will also be added. They will contain information about the child and SMART targets related to their needs.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review.



The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SENDD Local Offer:

www.nottinghamshire.SENDdlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:

0115 948 2888

Education, Health and Care Plans [EHC Plan]

- Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEND will access the curriculum, specialist SEND provision will be provided by the school as necessary and as far as possible, taking into account parent and child views.



Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents and other agencies for other flexible arrangements to be made.

Access to the Curriculum

- All children with SEND are included in class teachers' planning.
- Most children with SEND planned for in small groups that they work on a daily basis and have access to the same curriculum as all of the other children. Their work is differentiated where appropriate so that it is pitched at the correct level.
- Some children in school have rather significant needs and academically are not at a level where they can access the same level of work as the peers in their class. In these cases they are given work that is still linked to the curriculum but at a level in which they can access. They remain in class for the majority of the school day so they are still included in day to day lessons. This is all recorded on teachers' planning.
- In rare circumstances we have children who cannot cope with the school day as it is and therefore with agencies involved other arrangements have to be made including partial timetables and alternative provisions.
- We make sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- We use in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- In some cases where children are unable to be in class or small groups, we will provide an alternative curriculum for those children to help them to access the curriculum

10. Inclusion of pupils with SEND

The *Head Teacher* oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.



The school curriculum is to be reviewed annually by the Headteacher, Mrs McGough to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

- For children who have SEND but it is managed by quality first teaching and intervention work reviews will be carried out at parent's evenings and individual reports.
- For children who receive 1:1 funded hours a review meeting will take place each term with staff, parents, the child and outside agencies to discuss targets, progress and next steps for the child's learning.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

- SEND children will have provision maps documenting what interventions / support they are having, for how long and who with.
- The interventions / support will be done on a termly basis.
- At the end of a term the interventions / support will be reviewed to see if the children are making if progress is being made.
- Once the children's levels have been reviewed next steps will be put into place depending on the outcome of the intervention / support. This may be that the child has made good progress and no longer needs extra support or no progress has been made and we need to look at why that is and then think of what to do next to help the child progress.
- The progress of the children will be reported to parents and next steps will be discussed with them.

Evidence collected will help inform school development and improvement planning.

12 Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher, who will be able to advise on formal procedures for complaint.

13 In service training (CPD)



We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues *and we have funding available to support this professional development*. The SENDCO, with the SENDior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Support services are invited to attend review meetings, visit the children in a school setting or a home setting or see them out of school at GP surgery or hospital.

15. Working in partnerships with parents

St Patrick's Catholic Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
 - b) continuing social and academic progress of children with SEND
 - c) personal and academic targets are set and met effectively
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- Feedback to parents is given through parents evening, annual school reports and review meetings.
 - For certain children a home school diary is kept that parents can write in if there are any concerns and staff write in it every day so that the parents know what the children have been doing.
 - If school believe that a child has SEND a meeting will be arranged with parents and the child to discuss this further.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings



with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. .

17. Links with other agencies and voluntary organisations

St Patrick's Catholic Primary invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND.

- Education Psychology Service
- SFSS
- BPBP
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. *[Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.]*