

St Michael's Catholic Primary School



SEND Policy

Key Personnel responsible for SEND at St Michael's Catholic Primary School are:

Headteacher – Mrs S Fraser
SENDco – Mrs S Murray
SEND Governor Link – John Doyle

All can be contacted at school on 0191 5840542.

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Our School Vision

St. Michael's School is committed to providing each child with a high quality, broad and balanced, education which develops the whole child. Our school will care for and nurture all our pupils through seeking out and developing the uniqueness of them all as made by God, enabling them to grow together in faith and develop to their full potential. In doing so, we strive to ensure that every pupil leaves St Michael's catholic Primary School having been challenged to always to do their best using the talents, gifts and skills they have. We aim for every child to experience success, to have a sense of pride in themselves, in their achievements and in how they have contributed to the good of others.

The following policy is informed by the Special Educational Needs Code of Practice 2014 which the school has a statutory obligation to adhere to.

Aims

In providing for children with Special Educational Needs and Disabilities we aim to: -

- Develop all children, as early as possible, in order to support their physical, social, emotional or intellectual development.
- Make sure there is a consistent, whole-school approach to the identification and provision for pupils with special needs throughout the school
- Involve parents in a partnership of support.
- Monitor and evaluate the child's progress, providing the appropriate information and records as part of this process.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school
- Comply with the 2014 Code of Practice.

The school aims for each child to realise their full potential in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met within the normal environment of the classroom through a differentiated curriculum.

Inclusion Statement

Through appropriate curriculum provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies and learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Identification and Assessment of Special Educational Needs

The Code of Practice states a Graduated Approach to the identification and assessment of SEN. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may experience.

Additional Needs Register

This will include pupils for whom any kind of additional support is needed from staff at any time both inside and outside of the classroom:

- SEN. There are two stages of SEN: SEN School Support (a graduated approach to support given in school) and SEN Education, Health and Care Plan.

This covers the following categories:

- o Cognition and Learning Needs
- o Communication and Interaction: Autism Spectrum Disorder (ASD)
- o Communication and Interaction: Speech, Language and Communication Needs (SLCN)
- o Sensory, physical and/or medical needs:
 - Hearing impairment
 - Visual impairment
 - Dual sensory needs
 - Physical and medical needs
- o Social Emotional and Mental Health Needs (SEMH)
- o SEND inclusion in the Early Years

These are in line with the SEND Ranges used by Together for Children.

Approach	Provision	Who	Staff Responsible
1	Quality First Teaching (Differentiation) (QFT)	All pupils	Class Teacher
2 Range 1-2	QFT Short term intervention (monitoring)	Pupils making less than expected progress. These pupils will have a Group Support Plan. These pupils will have a Support Plan review.	Class Teacher
Range 3 and 4	QFT Plus Further intervention and support. (Assess, Plan, Do, Review)	Pupils continuing to make less than expected progress. Pupils for whom advice from external agencies may be needed. These pupils will have an Individual Support Plan (ISP) or a Behaviour Support Plan.	Class Teacher and SENDco
SEN EHCP Range 4 and 5	QFT Plus Further continued intervention and support through a more specific, tailored and individualised programme. (Assess, Plan, Do, Review)	Pupils who need an individually tailored provision or special placement. These pupils will have an Education, Health and Care Plan (EHCP).	Class Teacher, SENDco and Local Authority (LA)

The triggers for intervention at Range 1 and 2 could be at the teacher's or other's concerns, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities in the classroom:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum area;
- Presents persistent emotional or behavioural difficulties which are not alleviated by the behaviour management techniques usually employed in the school and adversely affect the learning of the child;
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The triggers for intervention at Range 3 and 4 could be:

- Continues to make little or no progress in specific areas despite targeted, focussed intervention.
- Continues working at levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Interventions put in place at Range 1 and 2 have had little or no impact on learning or progress.

The school's Educational Psychologist and other professionals may be involved at this stage.

The class teacher, in conjunction with the SENDco is then responsible for drawing up an ISP to meet the objectives set out in the Plan.

Progression to an SEN Education Health and Care Plan

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (following a multi-agency meeting alongside the parents/carers to accumulate and share all the relevant information about your child), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved to attend a support planning meeting to accurately identify and plan to meet your child's specific needs. From this an Education and Health Care Plan (EHCP) will be written which details the provision and support your child will receive.
- If they do not think your child needs this, they will ask the school to continue with the current support.

- The EHCP will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Special Needs Provision in the Foundation Stage

The children are assessed as they enter the Foundation Stage. Medical, emotional and behavioural problems are reported to the SENDco who then adds their names to the register. In the case of medical problems, outside agencies are informed if it is deemed necessary. All children leaving the foundation stage as 'emerging' will be closely monitored.

The Boxall Profile

The Boxall Profile is an online assessment tool that is used to track the small steps of progress of children with ASD, behaviour difficulties and emotional and mental health needs. From this assessment a child's Boxall Profile is created, detailing targets and strategies to be included in their ISP.

ICT

ICT may be used in a variety of ways to support the learning of pupils with SEN. ICT equipment available:

- iPads
- Laptops/Netbooks
- IWB

These should be used to support and enhance the children's learning where possible and remove barriers to learning.

Class SEN Files

Each class has an SEN file which is accessible to all working in that class and those in charge of monitoring, i.e., SENDco and head teacher. The SEN file includes:

- Provision
- Group intervention
- SEN Register
 - o SEND Ranges
 - o ISP's
 - o Assessment and Tracking
- Medical Needs – medical register
- Discussions with parents

These files are shared with teaching assistants.

Individual SEN Files

Each child has their own file which is kept by the SENDco in a locked filing cabinet in the office. These files contain everything that concerns that child, including Provision Maps, ISP's, assessments, minutes of meetings and referrals to and reports from Outside Agencies

Partnership with Parents

We aim to promote a culture of co-operation with Parents, schools, Las and others. We will do this through:

- Ensuring all parents are made aware of the school's arrangements for SEN including the opportunities for meetings between parents and SENDco. We will do this by giving parents access to the Information Report via the school website. Any parent who does not have computer access will be provided with a paper copy of the report.
- Involving parents as soon as a concern has been raised. This may be done at a parent consultation or by personal appointment with the class teacher. 7
- Providing access to the SENDco to discuss the child's needs and approaches to address them.
- Supporting parents understanding of external agency advice and support.
- Undertaking Annual Reviews for children with Education and Health Care Plans.

During Parent/Teacher consultations, teachers will explain any concerns there are and any targets that have been set. When a child is at Range 1 and 2, the monitoring stage, the parent will be informed by the teacher and given an explanation of what the school are going to do to support the child and what the parent can do to help at home.

When a child is at School Support, Range 3 or above, parents will continue to be informed of their child's progress and/or any concerns by the teacher. ISP's are written and targets that are set will be shared with parents too.

If the child has an ISP then the parent must be invited to an ISP meeting where the needs of this child are discussed and targets are drawn together, so that the parent knows what is expected of the child, school and parent.

From this point, parent involvement becomes more formal with written invitations to meetings, including Annual Review Meetings with the SENDco.

Transition from Primary School to Secondary School

Transition to secondary school can be difficult for many pupils, but particularly so for pupils with special needs.

During the final year, it is vital, therefore, that plans are made to make this major transfer as positive as possible for all involved.

To make this major transition easier it is important that a carefully prepared transition plan is compiled. This needs to begin in Year 5 when a preliminary transition meeting is held between all agencies involved with the child e.g., parents, class teacher, SENDco, secondary school SENDco.

These meetings should become more regular as the transition date becomes imminent.

There needs to be allocated time for the SEN child to visit their new school to become familiar with the geography of the building.

Above all, there needs to be open line of communication between the parents, primary school, secondary school and outside agencies to allow for concerns and problems to be addressed.

The SENDco and the Year 6 teacher will meet with the SENDco from the child's new school when they are in the Summer Term of Year 6.

Roles and Responsibilities

The class teacher will be responsible for:

- Quality First Teaching for all including those with SEND.
- Checking on the progress of the children and identifying, planning and delivering any additional help a child may need. They will inform the SENDco about children where necessary.
- Writing and evaluating Group Support Plans (GSP's) for those at Range 1 and 3.
- Writing and evaluating Individual Support Plans (ISP's) for those at School Support Range 3 and above and reviewing these with parents regularly.
- Ensuring the school SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Keeping the SEN files in class up to date.

The SENDco will be responsible for:

- Developing and reviewing the school's SEND policy.
- The Information Report and ensuring it is available to all parents.
- Coordinating all the support for children with special educational needs or disabilities (SEND).
- Ensuring parents are
 - o Involved in supporting their child's learning
 - o Kept informed about the support their child is receiving
 - o Involved in reviewing how their child is doing
- Liaising with all other people who may be coming into school to help support a child's learning e.g., Speech and Language Therapy, Educational Psychologist etc.
- Updating the school's SEND register and making sure that records of progress and needs are kept.
- Providing specialist support 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.
- Chairing School Support Review meetings and completing paperwork.
- Keeping children's SEN files up to date.
- Making sure teachers are kept informed and given relevant reports.
- Staff development and training.

The Head teacher will be responsible for:

- The day-to-day management of all aspects of the school, this includes the support for the children with SEND.
- The Head teacher will give responsibilities to the SENDco and class teachers, but is still responsible for ensuring that every child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.
- Involvement with parents as partners in the learning process.
- Co-ordinating the work of the teaching assistants (TA).
- Participating in TA development programmes.
- Determining the pattern of work, timetable and role of the SENDco.
- Liaising with the SENDco.
- Liaising with the LA with respect to policy and enactment.
- Ensuring that the SEND Policy is implemented as described.

- Involvement in how children with SEND are integrated within school as a whole.
- Liaising with external agencies including the Educational Psychology Service and others.
- Ensuring that the legal requirements of current legislation are met within the school.
- Ensure that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.
- Ensure the SENDco receives training and induction in their roles, including training managing other colleagues and working with support staff and keeping their skills and knowledge up to date.
- Give the SENDco sufficient resources, money, time, space and administrative back up to fulfil the role to reflect the responsibilities included.
- Give sufficient non-contact time appropriate to the number of children and young people with special educational needs within the school.
- Charing EHCP Review meetings and completing paperwork.

The SEND Governor will be responsible for:

- Making sure that the necessary support is given for any child who attends the school, who has SEND.
- Establish an SEND Policy which is publicly available and can be easily understood by parents; and review that policy on a regular basis.
- Meet with the SENDco to discuss SEN within the school.
- Observe at first-hand what happened in school both inside and outside the classroom to ensure that SEN pupils are actively involved in all aspects of school life.
- Take opportunities to meet and talk with parents of children with SEN.
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school