



Holy Rosary Catholic Voluntary Academy



SEND Policy

**“Building loving hearts and strong minds in union
with God and each other.”**

Date: 1 May 2018

Review Date: 1 September 2019

Signed by Chair of Governors:

Cecilia Emery.



Holy Rosary SEND Policy

Holy Rosary Catholic Primary School is an inclusive learning environment, which offers a range of interventions and provision to support children with special educational needs and disabilities. We work together with children, parents and professionals to enable all children to achieve their full potential. The support is designed to help pupils to work independently and confidently with an inclusive, positive and creative learning environment.

Overall Aim

We aim to provide every child with access to a broad and balanced curriculum. Provision will meet their individual needs and raise the aspirations, expectations and achievements for all pupils with SEN or a disability.

Objectives

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all.
 - To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
 - To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, emotional and mental health
 4. Sensory/physical
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- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
 - To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
 - To support pupils with medical conditions, full inclusion in all school activities by ensuring consultation with health and social care professionals.
 - To work in cooperative and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
 - To create a caring environment in which pupils can contribute to the planned provision in relation to their learning needs.



Definition of Special Educational Needs and Disability

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

A child or young person has SEN 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.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. SEND Code of Practice 2014

How does our school know if a child needs extra help?

We monitor all learners closely to ensure that they make expected progress and attain age expected expectations in terms of both their educational and social development. Where learners do not make expected progress, or are not on track to meet age related expectations, we operate a graduated approach to support.

The following may be used to aid identification of a child with SEND:

- Baseline assessment
- Parent information
- On-going assessment by the class teacher
- Summative assessment outcomes, including standardised and statutory tests
- Assessment by SENCO
- Assessment by outside agencies

Step 1: Intervention

At termly pupil progress meetings, children who are not making expected progress or who are not on track to meet age related expectations are identified. The children identified are then given specific interventions to address the areas in which there are gaps in understanding. These interventions are monitored each half term. Where an intervention has not been successful in accelerating progress, another intervention is put into place. If the two interventions are not sufficient in accelerating progress or closing the gap between the learner and them achieving age related expectations then a further conversation during pupil progress meetings would occur, where further data, including standardised scores for Reading, Spelling and Maths would be considered.



Step 2: Monitoring

If interventions have failed to accelerate progress or close the attainment gap, we would place the learner onto the SEN register in the monitoring category. As a result, the learner's class teacher would complete a 'Classroom Support Plan' which would identify smart targets which would help to break down into smaller steps the areas in which the learner is having difficulties. An individual provision map is completed for each learner which shows what support the learner will be having from the class teacher (Wave 1), in a small group (Wave 2) and individually (Wave 3). The area of need would be categorised in one or more of these areas: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health or Sensory and/or Physical. The completed 'Classroom Support Plan' would be reviewed termly using the **assess-plan-do-review** cycle and the outcomes and new targets shared with parents/carers.

The review of the 'Classroom Support Plan' targets would include:

- Evidence of progress against the targets and success criteria.
- The effectiveness of interventions and teaching strategies in enabling the child to make progress against their targets, using evidence of progress made.
- Following this review of assessments, new personalised targets will be set to ensure and measure progress.
- It is the responsibility of the class teacher to ensure that the child is given the opportunities, access and resources to the necessary support in school. Where a child continues to make slow progress, despite receiving high quality, targeted support, it may be necessary to conduct further assessments to investigate the root causes of the learning difficulties, so that these barriers to learning may be removed.

Step 3: SEN Support

Where a learner is making less than expected progress, despite evidence based support and interventions matched to the pupils' needs in two assess-plan-do-review cycles, we would move the learner to SEN Support on the SEND register. In addition, if a learner showed that their standardised scores in two or more areas for Reading, Maths and Spelling were below 80, we would place the learner onto the SEND register in the category of SEN Support. At this point, as a school we would undertake further assessments to attempt to identify the cause of the difficulty the learner is facing. We would involve external agencies (for example SENIS team, School Nurse, Behaviour Support, Educational Psychologist, Speech and Language Therapy) to support school in providing specialist interventions to meet the needs of the learner. A Learning programme would be written using the recommendations from the external agencies and this would be reviewed as part of the assess-plan-do-review cycle.

Step 4: Additional Support

Where learners are on the SEND register as SEN Support, it might be necessary to approach the Single Point of Access to request Additional Educational Needs (AEN) funding to support interventions. The school would also consider if support is required from the Local Support Team to support the whole family in meeting the needs of the learner at home. If so, we would complete an Early Help Assessment.



Step 5: Education Health Care Plan

For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. (These were previously known as Statements of SEN). If an EHCP is given, it must be reviewed at least annually.

Full details of Staffordshire County Council arrangements for referrals and arrangements for decisions on EHC Plan applications please see <http://education.staffordshire.gov.uk/Pupil-Support/SEN-and-VulnerableChildren/SEND-Reforms/EHC-plan/EHC-Plan.aspx>

Outside Agency provision

Where pupils fail to make adequate progress, despite additional provision in school, it may be necessary to seek support from outside agencies. This will be done after discussion with parents. The following agencies may be able to provide specialist assessments, provide school with advice/teaching strategies/resources, provide support and training for staff and also support for families. Examples of outside agencies used include:

- Special Educational Needs Inclusion Service (SENIS)
- Behaviour Support Service
- Autism Outreach Team
 - Hearing Impairment Team
- Visual Impairment Team
- Educational Psychologist Service
- School Nurse
- CAMHS (Child & Adolescent Mental Health Service)
 - Speech and Language Team
 - Physio
- Occupational Therapy
- Local Support Team

What should a parent do if they think that their child may have a special educational need?

If you have concerns, then please firstly discuss these with your child's teachers. This then may result in a referral to the school SENCO. All parents will be listened to. Their views and aspirations for their child will be central to the assessment and provision that is provided by the school.



How does our school support children with special educational needs?

Holy Rosary school follows a Graduated approach to SEN support. This begins with high quality teaching, which is differentiated and personalised to meet the diverse needs of all learners.

'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' **Code of Practice 2014**

Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.

The quality of teaching is monitored through a number of processes that includes:

1. Classroom observation by the Senior Leadership Team (SLT), the SENCO and external verifiers.
2. Ongoing assessment of progress made by pupil in specific intervention groups.
3. Work sampling.
4. Scrutiny of planning.
5. Teacher meetings with the SENCO and SLT.
6. Pupil and parent feedback when reviewing target attainment.
7. Whole school pupil progress tracking.
8. Attendance and behaviour records.

How will I know how my child is doing?

Parent's evening will be held each term where targets and progress will be shared with parents. In addition to this, a report will be sent home three times a year.

Pupils who are failing to make expected levels of progress are identified quickly and are discussed in termly pupil progress meetings that are undertaken between the class teacher and a member of the SLT. Where it is decided that action is required to support increased rates of progress, this will follow the **assess-plan-do-review** approach.

Support for children's overall well-being

Holy Rosary offers a wide variety of pastoral support for pupils. These include:

- A Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups and aim to support improved interaction skills, emotional resilience and well-being.
- Staff have completed training and are experienced in supporting pupil's well-being and mental health.



Transition

We acknowledge the importance of effective transition for all pupils and in particular those with SEND. Links are made with pre-school providers and other primary and secondary schools to ensure effective transition.

The transition programme in place for year 6 pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND. The annual review for pupils in Year 5 with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice. The SENCO will liaise with the SENCOs of the secondary school to ensure a smooth transition.

How are the school's resources allocated and matched to the children's special educational needs?

School receives funding to respond to the needs of pupils with SEND, which is used to provide the equipment and facilities to support pupils through:

- In-class support from teaching assistants.
- Small group intervention.
- Bought in support from external agencies.
- Provision of specialist resources for children who have complex needs requiring one-to-one support from a teaching assistant.

How is the decision made about how much support children will receive?

For pupils with SEND, but without an EHCP, the decision regarding the support required will be taken at joint meetings with the SENCO, class teacher and parent. For pupils with an EHCP, this decision will be reached when the plan is being produced or at annual review.

Partnership with Parents

- Parents will be invited in to review their child's Learning Programme at three different stages in the year. You should be given a copy of your child's new Learning Programme and their teacher may suggest additional ways of supporting your child's learning.
- If you feel that you would like any extra information or support for your child's SEND, then you are more than welcome to arrange a meeting with your child's class teacher or the SENCO at any point during the school year.

Pupils with medical needs

Pupils with medical needs will be provided with a detailed health Care Plan. All medicine administration procedures adhere to LA policy and DfE guidelines included with **Supporting pupils at school with medical conditions (DfE) 2014**.



How are all children included in activities outside the classroom including school trips?

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

How accessible is the school environment?

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information for all pupils.

Staff Development

The SENCO attends termly SENCO updates. Staff receive regular training, via staff meetings and external courses, as and when necessary. This may include training from outside agencies such as SENIS and the Autism Outreach Team. Teaching assistants receive training on various interventions such as Positive Play, Theraplay and HOPE.

Roles and Responsibilities

The Special Educational Needs Co-ordinator is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are involved in supporting your child's learning.
- Kept informed about the support your child is getting and be involved in reviewing how they are progressing.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The Class/Subject Teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Writing Learning Programmes and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the



use of additional adults, outside specialist help and specially planned work and resources.

- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SEND Governor Responsible for:

- Making sure that the necessary support is made for any child who attends the school who is on the SEND register.
- Meeting with the school SENCO to gain an overview of SEND practice in school and review and refine practice.

Support services for parents of pupils with SEND include:

SEND Family Partnership

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>

Parent in the Know

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>

How will I raise concerns if I need to?

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us. If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

1. Speak to your child's class teacher initially.
2. The School SENCO.
3. The Headteacher.

For complaints please contact the School Governor with responsibility for SEND: Mrs Carole Moran (who can be contacted via the school office on 01283 562686)

What should I do if I need more information?

As required by the Code of Practice 2014, the school has published a document outlining procedures for SEND provision. This can be found on the school website www.holyrosary.org.uk

The Staffordshire Local offer can be found on the Staffordshire Connects website: <https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>



Storing and managing Information

All SEND files are stored securely. Parental consent will be sought where necessary, to share information with external agencies and/or professionals.

All records kept by the school will be passed on to the next school when the child transfers.

Admission arrangements

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

Further information can be found in the school's Admission's policy.

Policy review

This policy was adopted by the Governors on:

This policy was reviewed in: May 2018

This policy will be reviewed in: September 2019