



## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

### Version: 4

<b>Name and Designation of Policy Author(s)</b>	Leanne Cooper, SENDCO		<b>Is this a Statutory Document</b>
			Yes
<b>Approved By (Committee / Group)</b>	Curriculum		
<b>Date Approved</b>	N/A		
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<b>Review Date</b>	Autumn 2022		
<b>Target Audience</b>	Parents or carers, Carers and Staff		
<b>Links to Other Strategies, Policies, Procedures, etc.</b>	Accessibility Policy, Complaints Policy, Safeguarding Policy, Equality Policy		

#### Version History

Date	Ver	Author Name and Designation	Summary of Main Changes
Nov 2014	1	Debbie Penny, SENDCO	Old policy updated in line with new legislation and put into new standard format (hence version 1).
February 2015	1.1	Anna Richardson, SENDCO	Policy reviewed by new SENDCO and review date amended to Autumn 2015
January 2016	1.2	Anna Richardson, SENDCO	Policy reviewed
October 2017	1.3	Anna Richardson, SENDCO	Policy reviewed
February 2019	2	Anna Richardson, SENDCO	Policy reviewed - Keeping Children Safe in Education 2018, Teacher responsibilities and training dates
Jan 2020	3	Jane Hopkins, SENDCO	To reflect changes in SEND personnel, Keeping Children Safe in Education Sept 2019, confirmation of process of including a child on the school SEND register, confirmation of parent or carer and child in process, reflect change in target setting by staff and sharing of this with parents or carers and child.
Sept 2021	4	Leanne Cooper, SENDCO	Policy reviewed to reflect changes in SEND personnel and references to Keeping Children Safe in Education Sept 2021

## Monitoring Compliance with the Policy

Describe Key Performance Indicators (KPIs)	Target	How will the KPI be Monitored?	Which Committee will Monitor this KPI?	Frequency of Review	Lead
SEND Governor review meeting with SENDCO every term	100%	Review meetings take place	Curriculum Committee	Annually	SENDCO / SENDCO Governor
Children with SEN making good progress & achieving targets	100%	Analysis of pupil data with SENDCO	Curriculum Committee	Annually	SEND / SEND Governor
Parental feedback relating to SEND provision are reviewed with SENDCO	100%	During termly review meeting	Curriculum Committee	Annually	SENDCO / SEND Governor
SEND report produced for Full Governing Body (FGB)	100%	Provision of report detailing how policy is being implemented	Curriculum Committee	Annually	SENDCO / HT / SEND Governor

### Mission Statement

Our school community is rooted in the Gospel and the vision of St. Catherine of Siena. This inspires each of us 'To be who God wants us to be and so set the world on fire.'

- We are called to love one another as we seek to be the best in all that we learn and do
- We celebrate and nurture the gifts, talents and skills of everyone
- We commit ourselves to grow together in faith, love and service

Within this context this policy calls each of us to respect the abilities, dignity, and particular needs of all our children as well as the adults who journey alongside them.

The following government regulations and legislation underpins this policy:

- Special Educational Needs and Disability Code of Practice: 0 – 25 years (DfE, 2014)
- Special Educational Needs and Disability Regulations 2014
- Children and families Act 2014
- Equality Act 2010
- Keeping Children Safe in Education September 2021

### Rationale

At St. Catherine's Roman Catholic Primary School, we aim to create a curriculum and environment in which all children, including those with special educational needs or disabilities [SEND], can develop physically, intellectually and emotionally, at a pace which is suited to their individual situation and where all children have equal opportunity to access the curriculum in order to realise their full potential.

As children's first educators, parents or carers are vital partners with us in meeting the needs of all children and especially those with special educational needs or disabilities. By consulting and involving partners, children benefit from a shared understanding of their needs and have greater capacity to achieve the targets set with them.

Children with medical, physical, social or behavioural needs are included within our special educational needs or disabilities provision. Special educational needs or disabilities provision is additional to good teaching, differentiation and a broad curriculum where all can succeed.

### Aims of this policy

- To define the school's understanding of SEND

- To ensure that St Catherine’s does its best to give children with SEND the support they need
- To ensure that pupils with SEND experience success in an inclusive school environment
- To promote confidence and positive attitudes in pupils with SEND
- To enable pupils with SEND make successful transitions from previous educational settings, where relevant, and to their next stage of education
- To ensure that pupils with SEND receive appropriate educational provision through a broad and balanced curriculum which is relevant, differentiated and demonstrates progression in learning
- To ensure that pupils with SEND take part in all aspects of school's provision
- To ensure that the needs and progress of each pupil are identified, assessed and that appropriate provision is planned, provided, and regularly reviewed
- To ensure that the provision and its outcomes for pupils with SEND is clearly documented
- For parents or carers to be involved at all stages to enable them to support their child at home
- To ensure that the views of the child are considered
- To ensure that St Catherine’s works in partnership with other professionals and services to ensure the best outcomes for children with SEND

### **Our Commitment**

At St. Catherine’s, we recognise that the teacher in the classroom will make the biggest difference to children with SEND. High quality teaching is our priority for all children; class teachers plan teaching and learning opportunities which are differentiated to meet the needs of the children in their class. This teaching and learning may be adjusted for children with SEND to ensure that they make best progress, by setting aspirational targets for them. Adjustments may include working in a small group supported by a teaching assistant or teacher, working one-to-one with a teaching assistant or teacher, having specialist teaching, using specialised equipment or resources. These adjustments are regularly reviewed to ensure best progress.

We recognise that many children may have special educational needs or disabilities at some time in their school career, perhaps through family break up, domestic violence, illness requiring long term medical attention or social issues such as bullying, therefore some children may need additional support throughout their school career, others may need this only temporarily.

### **Admissions**

The School does not discriminate against the admission of pupils on the grounds of additional educational need where their learning difficulty or disability can be catered for within the mainstream setting.

### **Accessibility**

The School is mainly single level entry through any doorway. We strive to ensure that children with SEND are able to participate in all aspects of the school’s provision. We have disabled toilet facilities in the new Main Entrance to school, Early Years and Key Stage 2.

### **What is SEND?**

The Code of Practice for Special Educational Needs and Disabilities (DfE, 2014) states that “A pupil has SEND 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.” This is the definition used by St Catherine’s for identifying children with SEND.

### **Identifying SEND**

We recognise the importance of identifying pupils with SEND as early as possible so that effective provision can be put in place and long-term outcomes for the child are improved. Teachers are constantly alert to indications of SEND through their day-to-day teaching and assessments. Teachers will listen to and understand any concerns raised by parents or carers and other professionals working with the child. School data on attainment and progress will also provide important information for identifying SEND.

### **What we do when a child is not making expected progress**

St Catherine's operates a "graduated approach", as follows:

1. Teachers target areas of weakness through, high quality teaching which is adapted to address areas of difficulty.
2. If progress is less than expected, the teacher discusses the child with the SENDCO and phase leader at the termly Pupil Progress Meeting.
3. The SENDCO and the class teacher put in place extra teaching or other teaching programmes or support whilst gathering and documenting information about the child's needs. Targets are set which should enable the child to make good progress.
4. At this stage, if concerns are still raised, the child will be placed on the school SEND register with consent of parents or carers/carers.
5. The teacher monitors and records progress: how well the child responds to the additional teaching is an important indicator and should be recorded as this often helps to clarify needs.
6. Teachers and other professionals in school are alert to difficulties which may emerge gradually, as the child grows and develops. The concerns of parents or carers are especially valuable here.
7. The views of the child are sought, listened to and understood.
8. The progress a child makes can be affected by issues at home, such as housing or other domestic circumstances. Parents or carers are strongly encouraged to share with the school any difficulties which may be impacting on the child's well-being and ability to learn. If appropriate, a multi-agency approach such as "Early Help Assessment" (EHA) may be appropriate.
9. Professionals are alert to wider issues such as bullying or bereavement, which may not lead to a child having SEND but may impact on well-being and progress.
10. We recognise that, in some cases, a child may have a learning difficulty or disability, yet may still be attaining in line with his or her chronological age. Such difficulties will be addressed in line with this policy.
11. A systematic cycle of assessment of need, planning of provision, teaching and review, within agreed time scales, ensures that most children with SEND make best progress. The teacher will be responsible for reviewing progress and next steps, involving the parents or carers and child in this process.

There may be occasions where, despite following procedure and providing high quality teaching, some children will not make progress. At this stage, St Catherine's will consider, with parents or carers, making a request to Manchester City Council to carry out an Education, Health and Care needs assessment. We will co-operate fully with the requirements of this process.

### **What Parents or carers should do if they are concerned about their child**

- If a parent has any concerns about their child, they should speak to the class teacher first. The class teacher may feel that the involvement of the SENDCO is needed and will arrange the necessary meetings
- If a parent wishes to contact the SENDCO directly they can do this through making an appointment at the office or directly via email [senco@st-catherines.manchester.sch.uk](mailto:senco@st-catherines.manchester.sch.uk).
- If a parent feels unable to do either of the above they should then contact the head teacher via the office.

### **Storage and Communication of Information**

Information collected about a child's SEND will be maintained confidentially and filed in the SEND locked cupboard and in the child's electronic SEND folder stored on the school server which is accessible only to staff.

The SEND files contain individual child's past and current records of SEND. The class teacher's SEND folder will contain current documentation.

### **Additional Support**

In addition to the in-house interventions that we are able to offer, we also work closely with outside agencies, these include: CAMHS (Children and Adolescents Mental Health Service), the Speech Therapy Service and Educational Psychologists to best support the needs of our children. We are able to offer emotional support through a Caritas Social Worker and aim to build self-esteem and confidence through Forest School.

### **Training**

The SENDCO attends local network meetings and, where appropriate, National Conferences to keep updated with new developments. The school (teachers, teaching assistants and governors) will take advantage of training opportunities where appropriate. The training needs will be considered annually and courses will be selected according to need if and when appropriate.

### **Further Information**

All information regarding the Local Offer- what Manchester City Council offer to support children with SEND is available via a link on the school website. <http://www.st-catherines.manchester.sch.uk/send/>

### **Roles and Responsibilities**

#### **Governors**

St. Catherine's Governing Body has a statutory duty to have regard to the Special Educational Needs and Disability Code of Practice: 0 – 25 years (DfE, 2014)

They will maintain an overview of this policy and our work with children with SEND, establishing the appropriate staffing and funding arrangements.

The Governor with responsibility for SEND is Mrs Bromley. The role of the SEND governor is strategic. It **does not** for example involve the nominated governor in attending meetings with individual parents or carers or discussion of individual pupils. The governing body must respect that specific information regarding SEND pupils is confidential.

The Governing Body will publish on the school's website information about the implementation of the school's policy for children with SEND. This is called "The SEND Information Report". It will be updated annually.

The SENDCO will write termly reports as part of the 'Head teacher's Report to Governors', providing them with the information they require to carry out their statutory duties relating to SEND. Information on individual children is not provided. In addition, the SENDCO meets with the Governor with responsibility for SEND annually to discuss the actions that have been taken.

#### **The Headteacher**

The Head teacher has responsibility for the quality of provision for all children including children with SEND. The head teacher works with staff to implement quality provision and plan for improvement. The head teacher will monitor the effectiveness of provision through outcomes attained and achieved by the children. The day to day management of Special Educational Needs and Disabilities is delegated to the SENDCO.

#### **The SEND Co-ordinator (SENDCO)**

The SENDCO, Miss Cooper, is a qualified teacher new to the role of SENDCO. Miss Cooper has a fundamental role to play in the process of providing for the child's needs. It is her day-to-day responsibility to ensure that the School's policy is put into practice, the agreed process for the identification, assessment

and provision for SEND is implemented and to monitor and evaluate the School's provision, including that for children with EHC plans. The SENDCO meets regularly with the Senior Leadership Team.

**The SENDCO will also:**

- Ensure the School's SEND Policy is monitored and reviewed annually in the Spring Term.
- Evaluate the SEND action plan annually and set objectives for the following year's plan.
- Liaise with and provide support and advice for school staff on the matter of SEND.
- Ensure the SEND register is kept up to date by reviewing it at least termly, more often if required.
- Co-ordinate the provision for children with SEND.
- Be a key point of contact with external agencies, especially the Local Authority and its services.
- Work with the Head teacher and governors to make sure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Liaise with the next providers of education to ensure parents or carers or carers are informed about options and a smooth transition is planned.
- Liaise with parents or carers of children with SEND.
- Liaise with the Designated Teacher, where a "Looked After" child has SEND
- Make recommendations for the deployment of the school's delegated budget to ensure that SEND pupil's needs are met effectively and liaise with subject co-ordinators in purchasing adequate resources to cater for special needs within school in line with agreed budgets;
- Ensure that the school keeps the records of all pupils with SEND up to date;
- Ensure Referral Forms and SEND Profiles are complete and that the School's SEND records are maintained.
- Collate relevant paperwork for the annual reviews of all children in receipt of additional funding from the local authority and funding and those with EHC plans.
- Contribute to the in-service training of staff to develop understanding and whole school approaches.
- Participate in the induction with new staff to inform them of School's SEND procedure.
- Attend SENDCO training

**Teaching Staff will:**

- Ensure Quality First Teaching- when a child is not making the progress they should they will then complete an audit and collect evidence
- Complete a Concern Form and give to the SENDCO
- Meet with parents or carers to share the concerns and the steps put in place
- Meet with SENDCO to discuss next steps
- Write individual targets with specific, measureable outcomes – reviewed 3 times a year (dates set in school calendar). These are shared with the child and parents or carers.

**Complaints**

St Catherine's responds to complaints in line with our Complaints Policy, as follows:

If the parent of a child with SEND has a complaint, they should arrange a meeting with the SENDCO/Head teacher initially, who will try and resolve the problem informally and may involve the class teacher or other staff to resolve the issue. Complaints can usually be resolved by informal discussions with the SENDCO, Head teacher and class teacher. If the problem cannot be resolved informally, the procedure outlined in our Complaints Policy should be followed. However, more complex problems which cannot be resolved in this way will be referred to the Parent Partnership Service within the Local Authority.

**Monitoring and Evaluation of Policy and Provision**

The impact of this policy will be judged by:

- The early and accurate identification of children's learning difficulties and needs.
- Children with SEND making good progress and achieving the targets set in their SEND Child Profile. targets which are specific, achievable, measurable and appropriate.

- Close working links with outside agencies and the Governing Body.
- The positive involvement of, and feedback from, children and parents or carers.