

Our Lady of Perpetual Succour Catholic Primary School

Special Educational Needs and Disability Policy (SEND)



We learn to love everyone as Jesus loves us



OUR LADY OF PERPETUAL SUCCOUR CATHOLIC PRIMARY SCHOOL

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Guiding Principles:

The Special Educational Needs and Disability Code of Practice: 0-25 years 2014 states,

“All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential” (Chapter 6.1).

In line with the SEN and Disability Regulations 2014 (Part 3), Our Lady of Perpetual Succour Catholic Primary School has a designated, SENDCo Alison Heston, who will monitor and track the progress of any child with SEND, inform parents of any provision made and will ensure that all pupils with SEND are included in the whole school curriculum and extra-curricular activities, allowing them to achieve their full potential.

We will not discriminate against any pupils and will make reasonable adjustments to the curriculum where required in accordance with the Equalities Act 2010.

This Special Educational Needs Policy will provide guidance to ensure that Our Lady of Perpetual Succour Catholic Primary meets its statutory responsibilities for children with SEND in line with this Government guidance.

School Values and Ethos at Our Lady of Perpetual Succour Primary School is all inclusive where every child is supported to access all aspects of school life including after school events and residential trips.

Our children's involvement in the wider life of the school is viewed as being just as vital as their academic progress. We have high expectations for all children and we encourage and support all children to achieve their best. Our Lady of Perpetual Succour Primary School is an inspiring and aspirational community where we learn to love everyone as Jesus loves us.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the pupil will be added to the SEND Support Plan List. 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. 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, as a major focus of the Code of Practice. All strategies are then targeted to achieve the agreed outcome.

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 teacher. They will work closely with

teaching assistants 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 of a child's progress will be made regularly. 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 where necessary 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.

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 an Education, Health and Care Plan 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
- Other involved professionals – Educational Psychologist, Speech and Language

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 not the child is eligible for statutory assessment. 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 SEND Local Offer:

<http://localoffer.haltonchildrenstrust.co.uk/> or Parent Partnership Service

<https://sendiasshalton.co.uk>

1. Following Statutory Assessment, a decision will be made whether to issue an EHC Plan, 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.
2. If a decision is made not to issue an EHC plan, the Local Authority will issue an Additional Support Plan which records the pupil's needs and the appropriate strategies which support those needs
3. Parents have the right to appeal against the decision of the child or young person's SEND specified in an EHC plan, or the special educational provision specified. They may also appeal against the school named in the Plan if it differs from their preferred choice. If you disagree with the decisions then, as well as your legal appeal rights, there is a mediation service which can help settle disputes. The mediators are not employed by the local authority and are completely independent. You can also ask for advice and support from Halton SEND Partnership
4. 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.

Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

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 for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the local authority. Staff members are kept up to date with teaching methods, which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Accessibility and Inclusion:

At Our Lady of Perpetual Succour Catholic Primary School, we endeavour to be disability friendly. The school operates on one level and has an accessible toilet within school. Where changes cannot be made to the physical environment, teachers will adapt lessons to ensure that all children are able to participate. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with any other disabilities including sensory difficulties.

We aim for all of our classrooms to be inclusion friendly. We aim to teach in a way that will support children with ASD, ADHD or other specific learning needs. This is good practice to support all children but is vital to those who particularly need it. All of our children access the full National Curriculum, and we recognise achievements and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

The Headteacher and SENDCO oversee the school's policy for inclusion and are responsible for:

Ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed 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.

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. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

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

SEND provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENDCO. These reflect information passed on by the SENDCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

Admissions Procedures

Our Lady of Perpetual Succour Catholic Primary School aims to meet the needs of any pupil whom the parent wishes to enrol at the school as long as a place is available and the admission criteria are fulfilled. This currently includes pupils with disabilities who we anticipate might attend. The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEND. No pupil can be refused admission solely on the grounds that s/he has SEND except where the pupil is the subject of a EHCP under the Children and Families Act 2014 and the Local Education Authority has indicated that the provision required is incompatible with that available at our school. Where a pupil due for admission is known to have special educational needs, the SENDCo will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved. This is to ensure that there is no loss of learning time and that transitions into the school are smooth.

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 Headteacher or SENDCO, who will be able to advise on formal procedures for complaint.

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, 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 senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

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. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents.

Working in partnerships with parents

Our Lady of Perpetual Succour 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 appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required along with the LA Local Offer Website.

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. The school's SEND governor (Miss C Houghton) may be contacted at any time in relation to SEND matters.

Links with other schools

The school works in partnership with the other local primary schools through a cluster group and networking within the Local Authority which, enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Links with other agencies and voluntary organisations

Our Lady of Perpetual Succour Catholic Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services
- iCART team
- Speech and Language Service
- SEND Service
- Hearing Impairment Team
- Vision Impairment team

Name	Role	Signed	Date
Mrs A Heston	SENDCo		
Mrs P McGuffie	Headteacher		
Miss C Houghton	SEND Governor		
Mrs S Williams	Chair of Governors		

This policy will be reviewed annually