

St. Catherine's Catholic Primary School



'Live, love and learn together'

**Special Educational Needs (SEN)
and Disability Policy**

November 2018

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INTRODUCTION

All schools must have a Special Educational Needs (SEN) and Disability Policy; also known as a SEN Policy. This is a duty set out in the *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (Jan 2015).

A SEN Policy explains how a school will identify and support pupils with special educational needs (SEN) and disabilities.

This is the SEN Policy for St. Catherine's Catholic Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (Jan 2015) explains that a pupil has special educational needs (SEN) if:

- □ they have a learning difficulty or disability which makes it much harder for them to learn than other pupils of the same age; and
- □ they require special educational provision to be made for them.

There are four main areas of SEN:

- □ communication and interaction needs
- □ cognition and learning difficulties
- □ social, emotional and mental health difficulties
- □ sensory and/or physical needs

A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.' More detail about SEN and disability can be found on Dorset's Local Offer.

ROLES AND RESPONSIBILITIES

The Governing Body of St. Catherine's ensures that the school meets the duties set out in the *Special Educational Needs and Disability Code of Practice: 0 to 25 years*. Our Headteacher, Mrs Frances Guppy has overall responsibility for SEN and disability at our school. Her duties towards pupils with SEN and disability include: The overseeing and management of funding in order that pupils needs are addressed in relation to statutory requirements.

Our Special Educational Needs Coordinator (SENCo) is Mrs Carrie Best. Her day to day role includes: Day to day management of the send register, working with external agencies, advice and support for pupils, staff and parents. This is to ensure that needs are met, and pupils make progress from their individual starting point.

Parents can contact our SENCO via the school office either in person, by telephoning 01308-423568 or emailing office@stcatherinesbridport.dorset.sch.uk

The SENCO is a member of the Senior Leadership Team.

Mrs Helen Ciorra is responsible for the management of Education and Health and Care Plans and can be contacted as above.

CONSULTATION

This policy was developed in consultation with:

- Pupils with SEN and disabilities
- Parents
- Governors
- All school staff
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Vision and Aims

Our mission statement is to 'Live, Love and Learn together'. Through our daily lives both working and practising we aim to achieve this, so that all our children reach their full potential.

St. Catherine's has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

At St. Catherine's first quality teaching is the mantra of all involved within the school. For those pupils who have any additional needs at any time in their school life we have a graduated response in relation to those particular needs. Our aim is for each child to reach their individual potential whatever that may be. We firmly believe that it is essential for all children to make appropriate progress over time in relation to their individual starting point. This will enable them to reach an appropriate outcome for them individually.

Therefore we intend.....

- To Live, Love and Learn together through first quality teaching and the delivery of our distinct Catholic ethos.
- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- To identify at an early age, individuals who need extra help and support.
- To identify throughout a child's school life an individual who may need extra help and support if their progress causes concern.
- To respond to an individual's needs in times of crisis.
- To enable each child to take part and contribute fully to school life.
- To develop individuals' self-esteem.
- To provide access to and progression within the curriculum.
- To involve children in planning to address and monitor their special educational needs and or disability.
- To work in partnership with parents to support children's learning and health needs.
- To provide quality training for staff that suggests strategies that helps them to support children with special educational needs and disability.

OBJECTIVES

St. Catherine's will do its best to ensure that the right provision is made for each pupil with special educational needs and disabilities. We are committed to discovering and providing the best learning conditions for each pupil.

In implementing this policy, our goals are to:

- identify all pupils who have SEN and disabilities at an early stage
- ensure that pupils with SEN and disabilities have their needs met and that they make progress
- work in line with the *Special Educational Needs and Disability Code of Practice: 0 - 25 years* (Jan 2015)
- provide support and advice to all staff who work with pupils with SEN and disabilities
- operate a whole school approach to meeting SEN and disabilities, in which all members of the school community have an understanding of their role
- ensure that pupils with SEN and disabilities join in with all the activities of the school alongside their peers
- adopt a 'person centred approach' to supporting pupils with SEN and disabilities, ensuring that pupils and their parents are fully involved in decisions which affect them
- ensure there is effective partnership working with outside agencies when appropriate.

ADMISSION ARRANGEMENTS

St. Catherine's uses the Local Authority arrangement for school admissions. This arrangement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Children may have needs in more than one category and we aim to ensure that individual support plans match personal learning requirements.

Learning needs are managed either by using additional support (SEN Support) or by having an Education & Health Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school (SEN Support).

Class teachers have ultimate responsibility and accountability for the development and progress of the children in their class, including where they access support from Teaching Assistants, specialist staff or intervention programmes.

First quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs or whose progress is slow. This is known as a 'graduated response'. Each term we review the quality of teaching for all children, including those at risk of underachievement through progress review meetings with the class teacher and the SLT (senior leadership team); after a formal assessment period has taken place which is in line with the CAST assessment policy.

Once a concern is raised about a child the school will carry out diagnostic assessments to identify and highlight any particular strengths and weaknesses to plan appropriate interventions. [Appendix A

Provision Map and Appendix B our Local Offer] We follow a graduated range of interventions in relation to specific needs. Termly reviews of these interventions are held with support staff who deliver the interventions and the SENCo.

Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs a support plan may be actioned and the school will keep a detailed record of this in order to monitor progress. Where it is decided that a child does have SEND, the decision will be recorded in the school records and the child's parents / carers **must** be informed that special educational provision is being made and that their child's name has been added to SEN Register under the category of SEN Support.

The SENCO and SLT will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

If after a specific time of intervention and the progress of the pupil remains a concern then the school may involve external agencies including, SENSS (Special Educational Needs Specialist Services), Speech Therapist and Educational Psychologist. Regular review meetings are held with a range of professionals and parents/carers involved.

St. Catherine's will support most pupils with SEN at SEN Support. However, some pupils with more severe, complex and long term SEN may need an Education, Health & Care (EHC) Plan, especially if they have not made progress at SEN Support. If we feel this is the case, we will discuss this with parents. EHC Plans are issued by the Local Authority following an education, health and care (EHC) needs assessment. St. Catherine's will work with parents and other services to request an EHC needs assessment where it is felt this will be beneficial.

Further details about the assessment process and EHC Plans can be found on Dorset's Local Offer.

We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Some examples of other influences upon progress:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

Parents can raise concerns at any time through meetings with class teacher, formal parent evenings or SEN drop in sessions with the SENCo. Parents are engaged in dialogue if the school has any concerns at any time and through correspondence of any interventions that their child is involved.

SUPPORTING PUPILS WITH SEN AND DISABILITIES

At St.Catherine's we use the "Assess, Plan, Do, Review" approach to support pupils with SEN and disabilities. This is also known as the graduated response. It helps us to learn more about the pupil and what helps them to make good progress. The four parts of this approach are as follows:

1. Assess - as already outlined above, we assess the pupil's needs; listening to the views of the pupil and their parents, and other professionals as we do so
2. Plan - the teacher and our SENCO will plan the support needed, involving the pupil and their parents.
3. Do - our SENCO will help the class teacher to support the pupil. They will think about the pupil's strengths and weaknesses and how best to help them. The teacher will also work with any teaching assistants or specialist staff involved
4. Review - everyone, including the pupil and their parents will decide how effective the support has been. We will then adapt the support in light of the pupil's progress.

If needed, during this process, we may ask for advice from specialist support services, such as Educational Psychology, Speech & Language Therapy, Specialist Teaching & Advice, Behaviour Support and Children's Therapy. Parental permission will always be sought prior to this.

SEN Support Plans will be written at the beginning of each term and reviewed at the end of each term, in partnership with parents. The Class Teacher is responsible, along with guidance from the SENCo for the maintenance of the plans.

Additionally, pupils with EHC Plans have an Annual Review held at the school, each year. The pupil, their parents and any relevant professionals are invited to this. Annual Reviews at St. Catherine's are person centred and focus on the pupil's progress. They also:

- consider whether the outcomes in the EHC Plan are still appropriate
- review the special educational provision in place
- review any health or social care provision currently in place
- consider whether the EHC plan is still needed.

A report of the meeting is sent to the Local Authority.

Further detail about Annual Reviews can be found on Dorset's Local Offer.

COMING OFF THE SEN RECORD

A pupil will be removed from the SEN record if it is decided that they have made sufficient progress and are able to access the curriculum successfully. However, they will continue to be monitored in case any issues arise. Some pupils may dip in and out of SEN Support and parents will be consulted at each stage.

Following the Annual Review of an EHC Plan, the Local Authority will decide whether to keep the EHC Plan as it is, amend it or cease it, based on the recommendation of the Annual Review meeting. If it is decided to cease an EHC Plan because the pupil no longer requires the special education provision within it, we will continue to monitor the pupil's progress using the school's tracking systems.

TRANSITION ARRANGEMENTS

St. Catherine's is committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

St. Catherine's has an extensive induction package in place for welcoming our new pupils into our Reception class. This includes an Information Meeting for all new parents and a one to one meeting with the Class Teacher in the term before they start. There are several sessions planned for the children to take part in taster sessions during the summer term as well as the Class Teacher visiting the children at their current preschools. The SENCo and the Class Teacher try to attend any meetings that are related to children with SEND who will be joining our school.

For our in school year to year transition, teachers hold transition meetings with the next teacher to provide information and advice regarding all children within our setting. All children spend a morning with their new teacher in the summer term.

Enhanced transitions to our main secondary feeder school is carried out for children with SEND and may include additional visits to the school with the SENCo. Parents are actively encouraged to meet with the receiving school. The Year 6 teacher works on a transition project with the main secondary feeder school and teachers from the secondary schools meet with the individual pupils.

For children with a current Statement of Special Educational Need, the local authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (*DfE - July 2014*) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

TRAINING AND RESOURCES

St. Catherine's aims to keep all staff up to date with relevant training, in relation to the needs of pupils with SEN and disabilities. Funding is set aside to support continued professional development.

Training needs are identified through analysis of need with the SENCO and senior leadership team ensuring that training opportunities match school priorities. The SENCO will also provide information on specific special educational needs for new staff.

Additional training may also be arranged to support pupils with specific medical needs and will be arranged with relevant medical professionals.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

LINKS TO OTHER INFORMATION

This policy closely links with other policies, plans and information produced by [school name] and these are outlined below.

Accessibility Plan

In line with the Equality Act 2010, we are implementing an Accessibility Plan which sets out how we will:

- a) increase access to the curriculum for our disabled pupils
- b) improve the physical environment of the school to increase access for our disabled pupils and
- c) make written information more accessible to our disabled pupils by providing information in a range of different ways.

Our Accessibility Plan can be found on our school website.

Supporting pupils with medical conditions:

In line with the Children and Families Act 2014 and the associated guidance, *Supporting pupils at school with medical conditions* (Dec 2015), St. Catherine's makes suitable arrangements to support all pupils with medical conditions, so that they have full access to the same opportunities as their peers, including school trips and physical education.

Our 'Supporting pupils with medical conditions' policy can be found on our website.

SEN Information Report and Local Offer

This policy, along with our annual SEN Information Report (a summary of how this policy has been implemented over the previous year), forms our 'local offer' of support for pupils with SEN and disabilities at St. Catherine's. You can find all this information on our school website.

Information about our school can also be found on our record on the Family Information Directory, part of Dorset County Council's website.

Further information about the support available to all children and young people in Dorset with SEN and disabilities, and their families can be found on Dorset's Local Offer.

MONITORING AND EVALUATION

Our SEN Information Report will provide an annual account of the implementation of this policy, detailing how we have identified and supported pupils with SEN and disabilities.

This policy will therefore be kept under regular review but it will be fully updated every three years.

We will evaluate the success of our policy through:

- our Self Evaluation Form (SEF)
- feedback from our pupils, parents and professionals working with the school
- analysis of lesson planning to take account of differentiation
- progress data, including use the school's tracking system and comparative national data to monitor the level and rate of progress for pupils with SEN and disabilities
- success towards outcomes included on SEN Support and EHC Plans
- external evaluations or inspections

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO.

St. Catherine's publishes its Complaints Policy on the school website www.stcatherinesbridport.dorset.sch.uk

LINKS TO OTHER RELATED POLICIES

Copies of our policies can be found on our school website: www.stcatherinesbridport.dorset.sch.uk

Adopted Date:	
Signature of Headteacher:	
Signature of Governing Body:	
Next Review Date:	