

St. Catherine's Catholic Primary School



“Live, Love and Learn Together”

## **SEN and Disability Policy**

**October 2016**

**DRAFT**



## COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (July 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Headteacher, **Mrs Frances Guppy** has overall responsibility for Special Educational Needs and Disability in St. Catherine's Catholic Primary School.

The designated teacher responsible for coordinating SEND provision for children/young people is: **Mrs Helen Ciorra**, Inclusion Leader. This person is a member of the Senior Leadership Team.

The Governor with oversight of the arrangements for SEN and disability is: **Mrs Siobhan Dinsmore**

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 children reach their potential..

This policy was developed in conjunction with all stakeholders.

### General objective

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.

We will ensure that:

- We will identify and provide for children who have special educational needs and additional needs
- We will work within the guidance as set out in the SEND Code of Practice, 2014 and any other statutory guidance/legislation in relation to pupils.
- We will employ a Special Educational Needs Co-ordinator(SENCO) who will work within the bounds of the SEN Inclusion Policy
- We will provide support and advice to all staff who work with children with special educational needs.

## **ROLES AND RESPONSIBILITIES**

The Governing body will exercise their duty and have regard to:

- the Children and Families Act 2014
- Equality Act 2010.
- This will include ensuring that St. Catherine's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

The role of the SENCo within our school is to advise, monitor, evaluate and co-ordinate the provision for children with any additional needs. Alongside this she is also responsible for the deployment of any intervention staff.

The Senior Leadership Team is responsible for monitoring and tracking the progression of all pupils and will highlight those they believe to be at risk. These are cross referenced with class teachers' assessments at our termly progress review meetings. All staff are aware of Pupil Premium and LAC children and the necessity that they make appropriate progression alongside all children.

- **Mrs Frances Guppy** is the designated Safeguarding Lead, with **Miss Lydia Vincent** and **Mrs Helen Ciorra** as deputies.
- **Mrs Frances Guppy** is responsible for Pupil Premium children.
- **Miss Lydia Vincent** is responsible for LAC.

## **ADMISSION ARRANGEMENTS**

St Catherine's uses the local authority admissions service which adheres to the school's admission policy. The school's admission policy is mindful of supporting all children, including those who are disabled, in a fair and non-discriminatory way. In addition to this St Catherine's makes appropriate reasonable adjustments to accommodate those who are disabled. If adaptations are required to support physical or medical needs, St Catherine's will work in partnership with the local authority, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions.

## **FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY**

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

## **SEN INFORMATION AND LOCAL OFFER**

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at [www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer) using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

## **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 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; after a formal assessment period has taken place.

Once a concern is raised 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 will 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.

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, SALT and EP. [see Appendix A Provision Map]. Regular review meetings are held with a range of professionals and parents/carers involved.

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.

## **MANAGING, MONITORING AND EVALUATION OF SEND CHILDREN IN OUR SCHOOL**

Where a child is identified as having SEND and or a disability, St. Catherine's adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (*July 2014*) sections 6.45 to 6.56. The principle promotes working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

Quality First Teaching is at the heart of our school and we expect all staff to deliver this to a high standard. Should additional support be required, this will be undertaken after consultation with the relevant staff, the learner and their families. All interventions are

monitored for impact and outcomes are defined at the start of any intervention. The SENCo oversees all additional support in consultation with the Headteacher as well as regularly sharing updates with the SEN Governor.

Progress is closely monitored to ensure expected progress is being made. Where this progress is not sufficient, outside agencies may be consulted for a more in depth assessment of a child's needs so that more specialist programmes may be put in place.

## **COMING OFF THE SEND RECORD**

A child will be removed from the SEND Register if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan.

However a child's progress will continue to be monitored using the school's tracking systems.

## **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.

## **SUPPORTING CHILDREN WITH MEDICAL CONDITIONS**

St. Catherine's will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (*DfE April 2014*). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that St. Catherine's are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the St. Catherine's policy on "Supporting children at school with medical conditions".)

## **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 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**

Training needs are identified through a process of analysis of need of both staff and children as and when required.

The SENCO will provide information on specific needs for new staff.

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

## **SEN INFORMATION**

St. Catherine's presents its SEN information in three ways:

- i. by information placed on the school website which can be found under the SEN icon.
- ii. by following the link from the school website to the local authority's Local Offer website;
- iii. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

## **ACCESSIBILITY**

St. Catherine's publishes its Accessibility Plan on the school website. Further information about our school's accessibility can be found on the local authority's *Local Offer* website.

## **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](http://www.stcatherinesbridport.dorset.sch.uk)

### **REVIEWING THE SEND POLICY**

This policy will be reviewed and updated annually in discussion with the SENCO, SEN Governor and the full governing body.

### **LINKS TO OTHER RELATED POLICIES**

Copies of our policies can be found on our school website:  
[www.stcatherinesbridport.dorset.sch.uk](http://www.stcatherinesbridport.dorset.sch.uk)

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