



*"Christ's ministry, as recounted in the Gospels, and the values he promoted through his teachings are fundamental to the life of our school in fulfilling its purpose as a Catholic institution." (Mission Statement)*

## **SPECIAL EDUCATIONAL NEEDS POLICY**

**SEND CO: Mrs. Liz Wright**

**Governor for SEN: Mrs. Gill Gillispe**

"The children are at the centre of all that we do and their potential to achieve is recognised. Their time in our school is characterised by a sense of belonging, security, challenge and appreciation." (Mission Statement).

We believe that all children should have their needs met and should be given an equal access to the curriculum. Our aim is to provide individual and small group provision for those children with Special Needs whatever those needs may be so that they can reach their full potential. We feel that their contribution to school life should be valued and we seek to build their self-esteem.

**Objectives are to:**

- Identify as early as possible those children with special needs
- Regularly inform parents of their child's progress
- Fill in all the necessary forms supplied by the LA and designed by the school itself
- Liaise regularly with external agencies
- Create individual support plans where appropriate
- Plan and differentiate appropriate work for the children with special needs
- Put into place regular screening of SEND children

## **Identification of special needs and Disability**

The schools use the definition of SEN and disability as set out in the SEND code of practice (2015) and Equality Act 2010. We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties, with any aspect of learning or social development, at the earliest opportunity. This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies, as appropriate;
- Termly tracking of all pupils to monitor rates of progress and attainment;
- Concerns raised directly by parents or other agencies.

As well as core subject areas, progress in other areas will also be considered such as social development and communication skills. In determining whether a pupil may have SEN, consideration will also be given to other factors, which may be affecting achievement including:

- Attendance
- English as an Additional Language
- Family circumstances
- Economic disadvantage.

The schools acknowledge that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour, which may not be SEND.

Before deciding that a pupil requires additional SEND support, the SENCO and class teacher will review current arrangements to meet the child's needs, within daily class teaching. They will then consider any further modifications and adaptations that should be put in place to support good progress.

## **Meeting the Needs of Pupils with SEND**

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching we will offer Additional SEN Support.

Parents will be formally notified that their child will receive the additional support and placed on the SEN Register where his/her progress and provision can be monitored more closely.

All children on the SEN register will be given a support plan. This plan will include the following:

- Nature of the child's difficulties
- Details of the programme of work to be undertaken, the staff involved and the frequency of support
- Involvement of parents at home
- Outcomes to be achieved
- Impact of the intervention towards the desired outcomes

If the child does not make sufficient progress with this level of support we would then seek the advice or support of outside agencies such as speech and language services, educational psychologists, behaviour support services, NHS, CAMHS (Children's Mental Health Services) Occupational therapists and SENSS (Special Educational Needs Support Services).

The final stage is an Educational Health Care Plan. A child at this stage will have been monitored by outside agency/agencies, the LEA then considers this child due to recommendation from this professional and if appropriate give the child an EHCP. This means the LEA will fund some of the provision and they will monitor and review this provision.

### **Removal from the SEN Register**

If a pupil makes good progress and achieves the outcomes set, they may no longer require additional SEN support and his/her name may be removed from the register. Parents will be formally notified of this decision. Progress will continued to be monitored regularly as part of the termly tracking for all pupils.

### **Transition Arrangements**

The school is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the SENCO for Inclusion. For pupils joining the school in our Reception classes the SENCO for Inclusion will seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers. Where there is a high level of need this may involve visits to pre-school settings and information sharing meetings with the child's family and other key agencies supporting the child. This may also involve drawing up a detailed 'Transition Plan' which sets out clearly how the move will be managed. This is likely to be the case where the child has an EHCP. For pupils moving to secondary school or to a different school, the SENCO for Inclusion will make contact with the new school to share relevant information. As above, where the child has significant needs or has an Education Health and Care Plan, there will be a formal transition meeting when parents, pupils, representatives from the new school and other key professionals to ensure there is continuity in the range and level of support offered.

### **Training**

There is an ongoing programme of training and support in place to ensure that teachers and support staff have the understanding and skills to differentiate and scaffold learning for the pupils with a range of SEND within everyday teaching.

### **Monitoring and evaluating SEND Provision**

The school undertakes an active process of continual review and improvement of provision for all pupils, including pupils with SEND. In evaluating the quality of the SEND provision the school will take into account a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, case studies for groups and individual pupils, monitoring of interventions and views and feedback of parents and pupils.

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