



St Patrick's R.C. Primary School **Special Needs Policy**

Head Teacher: Mr G. Kelly

SEN Coordinator/Deputy Headteacher: Mrs J.F. Mather
(NASENCo award)

Designated Governor for SEN: Mrs L Saiger

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND (Special Educational Needs and Disability) Code of Practice 0 - 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Teachers Standards 2012

This policy was created by the school's SENCO with the SEN Governor in liaison with the SLT, all staff and with parents of pupils with SEND.

St Patrick's RC Primary School

Mission Statement

Christ be within me.

Here at St. Patrick's we believe that our school should be a loving, happy and safe place; a place where children learn and grow as individuals with Christ at the centre.

Our School Aims

As a Catholic school we aim to create a community with Catholic values at the centre. We believe all of our aims are equally important.

- We aim to provide a positive, welcoming environment where all can achieve their potential.
- We aim to provide a broad, balanced and relevant curriculum, through learning experiences both inside and outside of the classroom, which meets the needs of all.
- We value all those who are involved in the life of the school and aim to work in partnership with them.
- We are committed to creating a community that recognises and celebrates difference regardless of age, gender, race, culture, faith, physical ability or social background.

SEND pupils in St Patrick's School

At St Patrick's Primary School we celebrate the fact that every child is unique. We understand that children learn and develop in different ways, and have different strengths and areas for improvement. Teachers and teaching assistants recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. However, many children, at some time in their school life, need extra help.

Every teacher is a teacher of every child or young person including those with SEND.

Our Aims Are To:

- Ensure early identification of any special educational needs and disabilities is made, and this process starts from the first day children enter our school.
- Adopt a whole school approach to the identification, assessment and provision for children with special educational needs and disabilities (SEND).
- Raise the aspirations of and expectations for all pupils with SEND.
- Provide a focus on outcomes for children and young people and not just hours of provision/support.
- View our SEND provision as an ongoing, developing process.
- Implement rigorous monitoring of progress so that appropriate interventions can impact on pupils learning.
- Ensure that assessment and record-keeping systems provide adequate means of recording attainment and achievement and give sufficient information for carefully planned progression.
- Incorporate Special Educational Needs procedures including individual SEND Support Plans into curriculum planning.
- Continue to develop effective partnerships between school, parents and carers and outside agencies.
- Encourage children and parents and carers to participate in decision-making.
- Ensure all involved with children with Special Educational Needs work as a team with the Mission Statement in mind.
- Monitor procedures which have been put into place.

OBJECTIVES

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work to ensure the SEND policy and procedures are met.
5. To provide support and advice for all staff working with special educational needs pupils

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Special educational provision should be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support (see Chapter 6 of the SEND Code of Practice for a fuller explanation)

The areas of need are:

- ❖ *communication and interaction*
- ❖ *cognition and learning*
- ❖ *Social, emotional and mental health, and*
- ❖ *sensory and/or physical.*

Communication and Interaction Difficulties

Children may have speech and language delay, impairment or disorders, specific learning difficulties e.g. dyslexia, dyspraxia, hearing impairments or on the autistic spectrum.

Cognition and Learning Difficulties

Children may demonstrate features of moderate, severe or profound learning difficulties: specific learning difficulties e.g. dyslexia, dyspraxia and require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some

extent to children with physical and sensory impairments and autistic spectrum disorder.

Social, Emotional and mental health Difficulties.

Children may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, present with immature social skills and/or present challenging behaviours.

Sensory and/or Physical Difficulties

Children may have profound and permanent hearing impairment or visual impairment or lesser, temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Children experiencing difficulties in any one or a combination of these areas may be entered on either the school's Medical Register or SEN Register or both. Children whose difficulties are solely due to home language differing from the language in which s/he is taught are not identified as having SEN.

Many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

Factors which are **NOT SEN** but may impact on progress and attainment include the following:

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

- Being a child of Serviceman/woman

Identifying behaviour as a need does not indicate that a pupil has SEN. Any concerns relating to child's behaviour could be described as an underlying response to a need and we will use observation, assessment and knowledge of the child to recognise and identify any additional SEN linked to behaviour.

A child has Special Educational Needs if she/he has a learning difficulty which calls for Special Educational Provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

A Graduated Approach to SEN Support

At St Patrick's Primary School we assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. We also consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

When "entering" a pupils needs on the SEN register, the following is considered;

- The class teacher has provided the pupil with quality first teaching as provided for all pupils. They have also provided intervention/adjustments that are additional to or different from those provided as part of the usual curriculum and good quality personalised teaching for the pupil but they do not make adequate progress. The pupil:
 - makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness.
 - continues working at levels significantly below those expected for children of a similar age in certain areas.

- presents difficulties in one or more of the 4 areas of the Code of Practice.
- The Class teacher is responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- Additional intervention and support cannot compensate for a lack of good quality teaching.
- St Patrick's school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- When making the decision about whether to make special educational provision for a pupil. The class teacher and SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.
- We talk to the people who know the child best-the child and their parents/carers. In that initial assessment meeting, the child, their parents and their class teacher are invited to share their opinions and discuss the child's strengths, areas of difficult and hopes for the future. This forms the starting point for future support planning.
- For higher levels of need, specialised assessments may be required from external agencies and professionals. Parents will be consulted prior to any assessments from external agencies which may include agencies such as:
 - Educational Psychology Service
 - Language and Learning Team
- The decision to place pupils on the SEN register will be made after the class teacher has completed a rigorous **ASSESS - PLAN - DO - REVIEW** cycle together with consultation with the SENCO.
- Parents and carers are involved in the process. This includes initial discussions when the teacher/SENCO identify initial concerns and continuous involvement with progress reviews and individual education plans.
- SEN pupils are involved in the review and assessment process and are actively encouraged to offer their views and opinions as part of the SEN review cycle.

MANAGING PUPILS NEEDS ON THE SEN REGISTER

Pupils identified as 'SEN Support' will be assessed and monitored to ensure progress is made. Pupils who may require increased support and/or assessment/support from outside agencies will be identified on the St Patrick's SEN register as 'SEN support +'

Triggers for SEN support + are that the child:

- Continues to make little or no progress in specific areas over a long period of time.
- Continues working substantially below the curriculum level expected of children of a similar age.

If assessment through the **ASSESS - PLAN - DO - REVIEW cycle** identifies that a pupil continues to make little or no progress, a request for **formal statutory assessment (FSA)** from the local authority SEN unit will be considered. This may result in an Educational Health Care Plan (EHCP) for the pupil (see SEN Provision).

CRITERIA FOR EXITING THE SEN REGISTER/RECORD

If as a result of the **ASSESS - PLAN - DO - REVIEW cycle** a pupil makes consistent progress and attainment which enables the gap to be closed with the pupil's peers, the pupil will be removed from the SEN register. This will be agreed as part of the review process and will involve the SENCo, class teacher, parents and pupil.

SEN PROVISION

- Provision Maps are used to identify the type of interventions planned and include information about the staff involved, time allocated and whether pupils will be working individually or in small groups. Provision maps are also used as a working document with the provision for individuals and groups of children being adjusted to meet their needs in relation to the **ASSESS - PLAN - DO - REVIEW cycle**.
- The class teacher and SENCo work together to ensure provision is adjusted appropriately. Provision is continuously monitored and adjusted within the cycle and a full review is completed each term.

- SEN pupil progress and the impact of provision is reviewed as part of pupil progress meetings each half term with the SENCo/Deputy Headteacher and Head Teacher.
- Provision and impact for SEN pupils is regularly assessed and reviewed and if the school identifies that we are unable to fully meet the needs of a pupil, advice and support may be needed such as engaging additional support/engaging specialist services.
- The SENCo monitors additional support and advice from outside agencies and liaises with parents/families and children.
- If the school identifies that additional funding and support are needed from the Sunderland Authority 'High Needs Block', the SENCo will submit a request to Sunderland SEN department to have a 'Formal Statutory Assessment' (FSA) of the pupils needs.
- **As part of SEN pupil review meetings** - The SENCo will consult the pupil and parents together with any other agencies involved to assess progress and pupil needs. If those involved including parents agree to request an FSA then the SENCo will arrange for the documentation to be submitted (including documentation of provision, assessment and reviews). An FSA may result in an Educational Health Care Plan (EHCP). If an EHCP is required, the school, parents, child and any outside agencies involved will be consulted when considering the pupil's needs and planning for outcomes.

SEN Support Plans

- Pupils will be assessed and SEN Support Plans will be used to plan for each SEN pupil. SEN Support Plans will be used as a working document with continuous assessment and review. SEN Support Plans will be reviewed and shared with parents and pupils on a regular basis (at least three reviews each year).
- SEN Support Plans include information about SEN pupil needs with targets and clear outcomes to be achieved within an agreed time frame.
- The class teacher is responsible for maintaining and updating SEN Support Plans and for evidencing progress according to the outcomes described in the plan.

SEN Support Plan Reviews:

At the SEN Support Plan review meeting, the child's progress is discussed with staff, parent and carer, child and other agencies where

relevant and new targets are set. There is discussion to ascertain whether the child is at the appropriate point of action within the graduated response. Parents and carers and the child are asked for their views as well as those of professionals (where relevant). In addition to addressing the SEN Support Plan targets, other relevant factors which may influence the child's needs may be discussed.

SUPPORTING PUPILS AND FAMILIES

The school actively encourages and recognises the rights of parents and carers in terms of their involvement in the provision of their child's special educational needs. With reference to the graduated response we work in partnership with the parent and carer in decision making regarding the methods by which their child's needs will be met.

We also aim to further develop the parents' or carers' confidence in the provision made for their child's special educational needs.

PUPIL PARTICIPATION

The school actively encourages the involvement of children in their education. With reference to the graduated response we involve children in decision making regarding the methods by which their individual needs will be met and the implications of their SEN Support Plan (depending on their age and level of development). We aim to further develop the child's self-confidence and self-esteem and encourage the child to comment on SEN provision using an appropriate medium.

- Parents and families can obtain information about **Sunderland SEN department Local offer** for SEND on the Sunderland website www.sunderland.gov.uk.
- St Patrick's Primary School has an **SEN Information Report** for parents and families available on our website www.stpatrickstryhope.com
- SEN children are given support from teachers and teaching assistants as required and within statutory guidance so that they can access assessments.

TRANSITION

End of year reviews and assessment information are shared with the class teacher when transferring from class to class.

When transferring from or to another school the SENCO will liaise with the transfer school and parents. This involves liaising with feeder nurseries to ensure smooth transition of children with SEN. We also value the importance of developing effective relationships with secondary schools particularly St Anthony's and St Aidan's, to which the majority of our pupils transfer. When a child moves to another primary school or secondary school all relevant information including SEN Support Plans will be forwarded as soon as possible.

ADMISSIONS (See Admissions Policy)

In every instance, when a parent seeks a place for a child at St Patrick's Primary School, the Head Teacher:

- Ascertains whether or not the child is the subject of an Educational Healthcare Plan (parents record this information on the school's Admissions Form).
- Informs the parent that the child cannot be admitted to the school if it is not named in the Educational Healthcare Plan until the LA have been consulted.
- Informs the LA that an approach for admission has been made.
- St Patrick's school admission information can be found on the school website www.stpatrickstryhope.com.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- Arrangements are in place in school to support pupils at school with medical conditions as outlined in the school's Medical Policy (Parents can request a copy from the school office).

MONITORING AND EVALUATION OF SEND

- The SENCo/Deputy Headteacher and Headteacher regularly and carefully monitor and evaluate the quality of provision we offer all pupils through lesson observations, book scrutinies, monitoring of SEN Support Plans and provision, sampling parent views, pupil views and staff views.
- Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

All staff are involved in providing for children with Special Educational Needs. Its effectiveness is considered in the light of the following performance indicators:

- levels of differentiation by task and by outcome reflected in weekly planning and evident in lesson observations.
 - measurable progress made by individual children.
 - monitoring reports on classroom observations.
 - termly evaluations of the quality of SEN Support Plans.
 - collation of children's and parents and carer's comments following review meetings.
 - Regular assessments using PIVATS and other diagnostic methods where necessary.
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- The SEND link governor meets regularly throughout the year with the SENCo to review and monitor provision for SEND.
 - An SEND report is shared with the governing body each term.

SECTION 9: TRAINING AND RESOURCES

- Training needs of staff are identified through performance management reviews. Evaluation of these results in training for individuals and groups as required.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENCo regularly attends the LAs SENCo network meetings in order to keep up to date with local and national updates in SEND.

- The SENCo has completed the National Award for Special Education (NASC) qualification.

ROLES AND RESPONSIBILITIES

The Governing Body

The Governing Body, in consultation with the Head Teacher and SENCo/Deputy Headteacher, determines the school's general policy and approach to provision for pupils with SEND, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work.

The Governing Body, having regard to the Code of Practice:

- ensures appropriate provision is made for any child with SEND.
- reports annually to parents on the school's policy for children with SEND.
- ensures all children, including those with SEND have access to a broad, balanced and appropriately differentiated curriculum.
- appoints a representative of the governing body to oversee SEN provision.

The Head Teacher

The Head Teacher is the Designated Teacher with specific Safeguarding responsibility and is responsible for the day-to-day management of all aspects of the school's work, including provision for Special Educational Needs. The Head Teacher, in liaison with the SENCO, keeps the Governing Body informed of all developments with regard to SEN.

The SENCO

The SENCO is responsible for:

- overseeing the day-to-day operation of the school's SEND policy.
- coordinating provision for children with SEND.
- Liaising with and advising fellow teachers
- overseeing the records of all children with SEND
- organising INSET to staff regarding SEND issues
- liaising with external agencies (including the LA's support and educational psychology services, health and social services, and voluntary bodies), as well as parents and carers of children with Special Needs.

Teachers:

All teachers are teachers of children with SEN. They have a responsibility to:

- maintain day to day records and assessments for pupils with SEND including assessment using PIVATS.
- plan for provision and differentiation, providing SEND Support Plans in liaison with support staff, pupils, parents and carers and SENCO (when necessary).

Teaching Assistants:

- Liaise and plan with teachers and SENCO for the provision of pupils with SEND.
- Record/report on provision and progression of pupils.

STORING AND MANAGING INFORMATION

- Confidential SEND documents are kept by the Deputy Headteacher/SENCO in a secure place. When pupils transfer to another school all documentation for that pupil is forwarded to the receiving school.
- Every Year Group has an SEN file which must be kept up to date by Class Teachers and SENCO. These are kept in an accessible but secure place.

Confidentiality and Information Sharing

- The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.
- Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.
- Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection.

REVIEWING THE POLICY

- The SEND policy will be reviewed annually.

ACCESSIBILITY

Statutory Responsibilities

- St Patrick's promotes access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- St Patrick's is an old building with some steps but ramps have been provided to support access to the physical environment of the school. Hand rails have been installed to stairways to support pupils with physical difficulties when moving round the school. A disabled toilet with changing facilities is available.
- Teaching assistants have had moving and handling training.
- Teaching assistants have had training from the diabetic nurse to support diabetic pupils.
- Parents and carers can contact key staff through the school office to make an appointment with the class teacher and/or SENCo.

DEALING WITH COMPLAINTS

- Should parents, carers, families and pupils with SEND wish to make a complaint the school office will provide information about comments, complements and complaints policies and procedures.

BULLYING

- St Patrick's Primary School 'Bullying policy' outlines the steps that are taken to ensure and mitigate the risk of bullying of vulnerable learners. The school office can provide a copy of the Bullying policy.
- St Patrick's school aims to safeguard the needs of pupils with SEND, promote independence and build resilience in their learning.
- Support and training is provided as required for specific pupil needs. For example ASD awareness sessions were given to pupils from a year group with an ASD pupil. Pupils also have lessons to develop their understanding and awareness relating to computers and internet communication (cyber bullying).

Presented and agreed with Governors: Autumn 2014

Reviewed and revised policy presented to Governors Autumn 2015, 2016, 2017, 2018

