

# Saint Paul's Catholic Primary School

## Special Educational Needs and Disabilities Policy

***This Policy was approved by the Governing Body in July 2023 and will be reviewed in July 2024***

### **Living Our Faith by Word and Deed**

It is central to our mission that every child matters as a unique gift from God and that as a Christian community we aim to develop the whole child.

As children of God we value and respect each other;

We love Jesus and through our relationships with others we share this love;

We support and encourage everybody to achieve their best in work and play;

We celebrate whatever is good;

We say sorry, support and forgive each other as Jesus showed us;

We respect other people's beliefs and cultures;

We support those in need.

### **Introduction**

St Paul's Catholic Primary School has a named Special Educational Needs Lead (SEND) Mrs. R Shackleton who is working towards the National Award for SEN Co-ordination and a named Governor, Mrs. H Welsh, responsible for SEND. Mrs. Shackleton is also a member of the school leadership team.

We can be contacted via the school office on 0161 368 2934, or email at [SEND@st-pauls-hyde.tameside.sch.uk](mailto:SEND@st-pauls-hyde.tameside.sch.uk) Alternatively you can write to the school at: St Paul's Catholic Primary School, Turner Lane, Hyde, Tameside, SK14 4AG

This document is a statement of aims, principles and strategies for provision for children with Special Educational Needs and Disabilities at Saint Paul's Catholic Primary School. It has been developed as a result of current practice and future directions in consultation with Staff and Governors. This policy will be reviewed as practice develops.

### **What are Special Educational Needs?**

Special educational provision should be matched to a child's identified SEN. In the SEND Code of Practice (2014), children's SEN are identified in four broad categories:-

- **Communication and interaction** *e.g. speech and language difficulties, Asperger's syndrome, autistic spectrum disorder*
- **Cognition and learning** *e.g. dyslexia, dyspraxia, dyscalculia or general learning difficulties*
- **Social, mental and emotional health** *e.g. children and young people who present as withdrawn or isolated, disruptive and disturbing, who are hyperactive and lack concentration, where these are the main presenting needs*
- **Sensory and or physical** *e.g. visual or hearing impairment, multi-sensory impairment, physical difficulties.*

The Special Educational Needs and Disability Code of Practice (0-25) 2014 states that:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. (Taken from 2014 SEN Code of Practice: 0 to 25 Years)

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them. Many children and young people who have SEN may have a disability, under the Equality Act 2010 that is:

“A physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”. Schools must also have regard to statutory guidance, ‘Supporting pupils with medical conditions.’ (DfE 2014)

Children with Special Education Needs or Disability may be offered additional support through small group or 1:1 interventions. The school recognises that the needs of high achieving children should also be catered for and are recognised as a ‘special educational need’. This SEN policy details how, at St. Paul’s we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

### **The Purpose of the Policy is:**

This policy describes the way we meet the needs of children who experience barriers to their learning. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional stage and maturity. This document provides a framework for the identification of and provision for children with special educational needs and disabilities. It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying identification and provision, and are confidently committed to providing a broad and balanced curriculum. Every teacher is a teacher of every child, including those with special educational needs. Here at St Paul’s we are committed to meeting the special educational needs of pupils and ensuring that all children make good progress in line with our school aims.

### **The SEND Aims of the School:**

- To work in partnership with parents to keep them fully informed of their child’s progress and attainment.
- To work with the Governing Body to enable them to fulfill their statutory monitoring role with regard to the policy statement for SEND.
- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership.
- To make clear the expectations of all partners in the process.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ensure support for pupils with medical conditions promotes full inclusion in all school activities, including extra curriculum activities.
- To identify the roles and responsibilities of all staff in providing for children ’s special educational needs.
- Through reasonable adjustments to enable all children to have full access to a broad and balanced curriculum, including extra curriculum activities.
- To provide a differentiated curriculum appropriate to the individual’s needs and ability.
- To work in co-operation and productive partnerships with parents, the Local Education authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### **Identification, Assessment and Provision**

Provision for children with special educational needs is a matter for the whole school. The governing body, the school’s head teacher, the SENDCO and all other members of staff. All teachers are teachers of children with special educational needs.

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools to assess each child’s current levels of attainment and termly progress through:

- Evidence obtained through teacher observations and assessments.
- Baseline assessments.
- Foundation stage profile scores.
- Performance in National curriculum subjects.

Staff will use all assessment information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in the command of English or arises from special educational needs.

## **Partnership with Parents and Children**

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during agreed meetings to discuss a child's progress. Once a child has been identified as having SEN, the class teacher will invite parents to a meeting to:

- Formally let them know that their child is being placed on the SEN Review
- Discuss the assessments that have been completed
- Agree a plan and provision for the next term

This is part of the graduated approach cycle of Assess, Plan, Do and Review required in the Code of Practice. Depending on their age and their interest the child may be invited to attend all or part of the meeting. Records are kept of these meetings and will be made available to parents. Thereafter, parents and children are invited at regular intervals to review progress made, set new targets and agree provision for the next term. In the summer term there is an annual review of the child's progress.

Tameside SENDIASS are an information, advice and support service for parents and carers of children with SEND <https://www.tameside.gov.uk/sendiaass>

## **Paperwork for children With SEND (Pupil Support)**

Once a child has been identified as having SEND the following paperwork is completed:

- Termly, at progress meetings, an Individual learning plan (ILP) is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group).
- For some children, a termly one-page-plan is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and parent and acts as a guide to all staff working with the child.
- For children with complex needs a 4+1 profile is completed and updated on a termly basis.

## **Education, Health and Care Plan**

The majority of children with SEN or disabilities will have their needs met within the school through SEN support. However, if despite high quality support children fail to make progress, some children may require an educational health care needs assessment (EHCP plans are statutory documents.) Generally, we apply for an EHC Plan if:

- The child has a learning difficulty and/or a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

This process will involve presenting to the Local Education Authority detailed records of our provision and its impact for their consideration. Parents and carers and children will be fully informed of the process and have the opportunity to contribute towards reports. Parents and carers have the right to appeal against a decision

made by the Education and Health Care panel. Once an EHCP has been agreed it will be reviewed at least annually by staff, parents and professionals external to the school.

## **The Early Help Assessment (EHA)**

The Early Help Assessment EHA is a shared assessment tool used across agencies in England. It can help professionals develop a shared understanding of a child's needs, so they can be met more effectively. It will avoid children and families having to tell and re-tell their story. The Early Help Assessment is an important tool for preventative services. The Assessments have been designed specifically to help professionals assess needs at an earlier stage and then work with families, alongside other professionals and agencies, to meet them. Early help services take a pro-active approach to working with children and families. Some children have important disadvantages that currently are only addressed when they become serious. Sometimes their parents know there is a problem but struggle to know how to get help. The most important way of ensuring that these children can be identified earlier and helped before things reach crisis point is for everyone whose job involves working with children and families to keep an eye out for their well-being and be prepared to help if something is going wrong. The Early Help Assessment has been introduced to help do this. It is a tool to identify unmet needs. It covers all needs, not just the needs that individual services are most interested in.

## **Strategies for the provision of curriculum access**

- to teach a broad and balanced curriculum for all children
- to ensure that all pupils with SEND join in all the activities of the school so far as this is reasonably practical
- to ensure that a differentiated curriculum is offered to all pupils in accordance with the Teaching and Learning Policy of the school, and that assessments are used to inform the next stage of learning

Where appropriate this may involve:

- the provision of appropriate aids to support learning
- adaptation of the material presented to a group within the class (increased differentiation)
- the provision of an Individual Learning Plan (ILP) which breaks learning down into steps manageable by the particular child
- periodic withdrawal either individually or as part of a group to maximise learning
- any reasonable adjustments to the curriculum

## **Access to extra-curricular activities**

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

## **Roles and Responsibilities**

All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work toward the school's aims by:

- Ensuring special educational needs and disabilities are identified promptly and addressed by the appropriate application stages of response
- Determining the school's general policy and approach
- Being fully aware of the school's procedures for identifying assessing and making provision for pupils with special educational needs
- Indicating a commitment to a partnership approach to provision

## **The Governing Body with the Senior Leadership Team work towards the school's aims by:**

- Ensuring that provision of a high standard is made for SEND pupils
- Taking responsibility for devising and implementing this SEN Policy
- Monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken
- The SEND governor meets with the SENCO to monitor the detailed implementation of SEND policy and reports back to the governing body at its meetings.

- The governing body reviews this policy and considers any amendments in the light of the annual review findings
- Informing parents (via the Governors' Annual Report) about the success of the policy, any significant changes to it, resource allocation and consultation with the LEA and with other schools

**The Headteacher works closely with the SENCO and SEND team to co-ordinate provision.**

**The SENCO (Special Educational Needs Co-ordinator) works towards the school's aims by:**

- Managing provision for children with special educational needs
- Managing the day-to-day operation of the policy
- Co-ordinating the provision for and manages the responses to children's special needs
- Supporting and advising colleagues
- Building good relationships and liaising with families, external agencies, other professionals and the local authority
- Overseeing the records of all children with special educational needs
- Monitoring and evaluating the special educational needs provision, and reporting to the governing body
- The SENDCO monitors the transition of individual children between key stages in conjunction with parents and carers
- The SENDCO is involved in supporting teachers involved in drawing up Individual Learning Plans (ILPs) for children.
- The SENDCO and the Leadership Team hold regular meetings to review the work of the school in this area. The SENDCO and the named governor with responsibility for special needs also hold meetings.
- Managing a range of resources to enable appropriate provision to be made for children with special educational needs and disabilities
- Contributing to the professional development of all staff
- Arranging transition meetings and reviews

**Teachers work towards the school's aims by:**

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for SEND pupils.
- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- Liaising closely with the SENDCO in the identification of and provision for pupils with SEND

We encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. Children are involved at an appropriate level in setting targets in their Individual Learning Plan (ILP) and in review meetings. Children are encouraged to make judgements about their own performance against their ILP targets.

**Parents are required to work towards the school's aims by:**

- Ensuring that children attend school in good health, punctually, and regularly (this involves taking holidays only out of term time)
- Offering encouragement and praise to their children
- Participating in discussions concerning their children's progress and attainments
- Ensuring early contact with school to discuss matters which affect a child's wellbeing, progress and behaviour
- Taking an active interest in children's learning by giving due importance to homework, hearing reading and assisting learning of tables and spellings
- Allowing children to take increasing personal and social responsibility as they progress throughout the school.

## **Educational Inclusion**

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

All staff have a responsibility to promote inclusion.

- It is important that all children are treated fairly, achieve their full potential and have an opportunity to learn effectively without interference or disruption.
- All children have a right to individual help and respect from their teachers and other staff.
- All children should have access to all aspects of the curriculum at their level.
- The well-being of all children is fostered, and children are given extra support when experiencing difficulties.

## **Admissions**

We are an inclusive school and ensure that all children are admitted to the school in accordance with the School Admission Policy and national legislation, including the Equality Act (2010). We work in partnership with parents of children with SEND and with other professionals, in order to meet the best interests of the child. We make every effort to provide any necessary adaptations possible within the constraints of the school budget.

## **Outside Agencies**

Our school buys into the Local Authority Pupil Support Advisory Service, CLASS, BLIS and Educational Psychology service.

We also work with ISCAAN: Speech and Language Services, Community Paediatric Team, Physio and Occupational Therapy Service and Child and Adolescent Mental Health Services (CAMHS), provided by the National Health Service.

## **Training and Resources**

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils.

- The SENDCO attends appropriate courses and conferences as they arise.
- The SENDCO attends network meetings for SENDCOs arranged by the Local Authority
- Teachers and Support Assistants have the opportunity to attend SEN courses which develop their knowledge and have a particular bearing on children they are supporting.
- One staff meeting per term allows for SEND updates.
- The SENDCO delivers staff training to other staff members as appropriate.

## **Governors**

It is the statutory duty of the Governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governor with particular responsibility for SEND meets with the SENDCO at least termly to discuss actions taken by the school.

## **Complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

## **School Offer**

In addition to the policy, we have provided a SEN Information report which can be found at [27488009 \(st-pauls-hyde.tameside.sch.uk\)](http://27488009(st-pauls-hyde.tameside.sch.uk))

## **Tameside's Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. The local offer is available at <http://www.tameside.gov.uk/localoffer>