



All Souls' Catholic
PRIMARY SCHOOL

Special Educational Needs and Disabilities Policy

2021 - 2022

<u>Review Programme</u>	
Approved by Governors at:	Finance and Sustainability Committee meeting 10/11/2021
Date for next review:	October 2022
Signed – Chair of Governors <i>Mrs Shirley Langford</i>	<i>S. Langford</i>
Signed – Headteacher <i>Mr Andrew Cooke</i>	<i>A Cooke</i>

Introduction

Our Mission statement is 'Christ is our Light'; at All Souls Catholic Primary School this is lived out through promoting inclusive education, recognising that God made us all in his own image with different gifts and abilities, and through the example that was set to us by Jesus, working together we will enable our children to achieve their God-given potential. This policy supports the whole school aims and objectives with regards to developing this potential in all areas of the curriculum for all pupils.

Aims

The policy reflects the SEN Code of Practice 2014 relating to the Children and Families Act 2014; the principles of the Code of Practice are based on improving outcomes for children with Special Educational Needs and Disabilities (SEND) ensuring high aspirations and expectations. All children are entitled to an education that enables them to achieve the best possible education and removes barriers to learning. This policy also informs the Special Educational Needs Information Report which can be accessed through the school website. The aim of the SEN Information Report is to show parents what the school provides for children with SEND.

Objectives

All staff at All Souls Catholic Primary School aim to provide an education that meets the needs of all children in achieving their potential. High quality teaching which is differentiated and personalised should be available for all children. As a school we will ensure that we regard;

- the views, wishes and feelings of the child or young person, and their parents
- the importance of the child or young person, and their parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and their parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood. We work with outside agencies when necessary to achieve this. (Code of Practice 2014 0-25 years)

This policy also informs the Special Needs Information Report, which can be accessed through the school web site. The aim of the SEND Information Report is to show parents what the school provides for children with SEND.

Identification and processes

Definitions of Special Educational Needs and Disabilities (SEND) taken from Section 20 of the Children and Families Act 2014. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age, or a young person, has a learning difficulty or disability if they:-

- a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post 16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at a) or b) above or would do so if special educational provision was not made for them

Special educational needs and provision can be considered as falling under four broad areas by identifying children with difficulties in:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

and to assess them so appropriate provision can be made.

Behavioural difficulties do not necessarily mean that a child or young person has SEN and should not automatically lead to a pupil being registered as having SEN.

Children who are working below age-related expectations are not automatically identified as having a special educational need and placed on the SEN register. Teachers' first priority is to deliver quality first teaching with continuous assessment to ensure the attainment gaps are narrowed between children and their peers, including providing high quality provision to meet the needs of children and young people with SEND.

A graduated approach of a four part cycle with earlier decisions and actions which are revisited, refined and revised are: Assess, plan, do and review.

Assess – clear analysis of pupils needs as well as parents' concerns; if agreed with parents, outside agencies can be asked for advice

Plan – When decisions are made to provide SEN support, parents must be notified formally. ALL teachers and Learning support assistants working with the child are made aware of needs and OUTCOMES sought, support provided and strategies and approaches.

Do – Class teachers are responsible for working with the child on a daily basis with support from a learning support assistant for example delivering an intervention; support and advice will be given from the Special Educational Needs co-ordinator.

Review – How effective has the support/intervention been? Involvement of parents and children - what has been the impact and to involve them both in planning the next stage.

This approach incorporates teachers, parents, children and, if needed, outside agencies (Educational Psychologist, Social Emotional Mental Health and Learning Team, Complex Communication Team, Speech and language therapist) at any time. When a child is receiving additional support (including outside agencies) to Quality First Teaching the term used is 'School Support'.

Referral for an Education, Health and Care Plan (EHCP)

If a child has a lifelong difficulty or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need, or lack of clarity around the needs of the child, are such that a multi-agency approach to assessing that need is required. The decision to make a referral for an Education, Health and Care plan will be taken at a progress review meeting of a My Support Plan. A 'family conversation' will take place and the necessary procedures will be undertaken by the SENDCO. Parents have the right to appeal if the decision is not to initiate a statutory assessment leading to an EHC Plan.

The application for an Education, Health and Care plan will combine information from a variety of sources including:

- Parents

- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered, the appropriate referral forms completed and submitted to Coventry Local Authority for consideration.

Further information about EHC Plans can be found via the SEND Local Offer.

www.coventry.gov.uk/sendlocaloffer

Once an EHC Plan has been agreed, it will be kept as part of the child's formal record and it will be reviewed at least annually by staff, parents and child. The annual review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place.

Teaching and Learning Strategies

Teachers are responsible and accountable for the progress and development of the children in their class, including when children need additional support. Teachers will plan and teach lessons of a high quality that encompass all children with different needs ensuring the necessary differentiation in questioning, activity or as well as outcome, providing resources such as visual aids e.g vocabulary/sound cards, writing frames, numeracy resources etc to enable the child to access the curriculum in order for them to achieve the best possible outcome. Teaching assistants support in class, and plan and deliver high quality interventions if appropriate with support from outside agencies to enable children to achieve the best possible outcomes.

Management and Organisation

Roles and responsibilities

The overall responsibility for the Special Educational Needs Policy being implemented lies with the Head Teacher and School Governors. The Governors employ the SENCO to ensure the school upholds its duty of care to the children with Special Educational Needs and Disabilities in line with the Children and Families Act 2014 and the new code of practice 2014. The Special Educational Needs co-ordinator must be a qualified teacher working at the school and newly appointed Special Educational Needs co-ordinators must achieve a National award in SEN Coordination within 3 years of appointment. *(unless they have had the role in a previous school for at least 12 months)*

The Special Educational Needs co-ordinator is responsible for:

- Ensuring teachers plan and teach quality first lessons for all children, ensuring access across the curriculum for all and advocating for pupils with SEND
- Monitoring SEND provision across the school, and leading professional development to ensure excellent practice supporting pupils with SEN from all staff
- Liaising with outside SEND agencies to prioritise caseloads and support, and ensure staff and parents know what support is being given and when
- Leading SEND parent consultations in liaison with teachers, and helping parents including signposting them to support when necessary
- Updating CPOMS and maintaining records and reports, including the SEN register on SIMS, and ensuring that records are passed on to the next teacher.
- Planning provision across the school ensuring high expectations and the best possible outcomes for all captured on a provision map; deploying teachers and learning support assistants to meet the needs of the children including delivering interventions and ensuring they are taking place and having a positive impact

The SEND co-ordinator at All Souls is Sharon Jilks.

The link Governor for SEND is Shirley Langford (CoG)

Teachers are responsible for:

- Planning and delivering quality first teaching for all, planning interventions if necessary and overseeing the delivery and impact of them (measuring impact forms)
- Attending parent consultation meetings in liaison with the Special Educational Needs co-ordinator
- Keeping parents up-to-date with children with SEND

Teaching Assistants are responsible for:

- Planning (if appropriate) and delivering quality interventions and keeping notes up-to-date and setting next steps for children.
- Liaising with the parents, class teacher, Special Educational Needs co-ordinator and outside agency support to plan individualised support for a child.

Equal Opportunities

The SEND Policy reflects the school's policy on equal opportunities in line with the Equality Act 2010. All pupils have an entitlement, irrespective of gender, ethnicity, class, language or disability. All children are offered the same opportunities and are supported whenever necessary to ensure access.

Assessment, Recording and Reporting

Children with SEND will be assessed in line with the current assessment procedures, including teacher assessment. Reporting to parents will be through regular parent consultation meetings held at least 3 times a year as part of the plan, do, assess and review approach.

Review, Evaluation and Monitoring

Inclusion is a standing item at weekly Phase, Middle and Senior Management meetings. Termly meetings are arranged between school and outside agencies to ensure the school are providing high quality for provision for children with SEND to enable them to achieve the best possible outcomes. Monitoring of provision for children with SEND through observations, planning and intervention trawls, data and pupil progress meetings to evaluate the impact of provision for children with SEND.

Parental Involvement

At All Souls Catholic Primary School we recognise the importance of discussing the needs of the child with them as they know their child best. In each of the parent consultation meetings the graduated approach of the plan, do, assess and review process will enable parents to share their views, expectation and aspirations for their child. The SEN information report which is co-produced with parents will be reviewed with parents annually to ensure the school continues to set high expectations and aspirations for children with SEND to achieve the best possible outcomes. School will hold regular coffee mornings to support parents enabling them to seek support from school, parent partnership and each other.

Extra-Curricular Activities

Children with SEND are encouraged to take part in clubs offered to all children that are offered daily and if necessary we will make the necessary changes to enable them to attend.

Policy Review

This policy should be reviewed annually and ratified at a full Governing Board meeting

