



SEND Policy

Date Procedure Adopted by Governing Body	September 2019
Procedure Review Period	Annually
Procedure Review Date	September 2020

Statement of Intent for Supporting Equality

St. Patrick's RC Primary School values the contribution that every child can make and welcomes diversity. We are committed to offering an inclusive curriculum, in a secure and accessible environment, in which all can flourish. We are committed to breaking down barriers and challenging discrimination. We value the contributions our families make and recognise that they are the experts on their child.

The school's SEND Coordinator

The school's SENCO is Patricia Davies, who as the school's Deputy Head Teacher, is also a member of the school's Senior Leadership Team. She is responsible for the provision of all pupils with Special Educational Needs and Disabilities. Patricia may be contacted by telephoning, or emailing, the school office, on 0191 3780552.

Governor responsible for SEND

The governor responsible for SEND provision is Lynn Readman. She supports the Governing Body, in ensuring the school meets its statutory duties, in respect of pupils with Special Education Needs and Disabilities.

This policy, and the school's SEND Report, have been drawn up following period of collaborative working with the Community of Learning+ to which the school belongs and the Local Authority Advisor for SEND, through attendance at the LA SENCO Network Meetings.

+A group of representatives from a cluster of schools, who determine how to spend shared, centrally held funds that are to be used to support pupils with SEN in their schools.

This policy reflects the 2015 SEND Code of Practice and is supported by the school's other policies; in particular its Anti-Bullying, Equality, Child Protection and Supporting Pupils with Medical Conditions policies.

Aims and Objectives

- To identify and provide for pupils who have special educational needs, in order to bring about agreed outcomes.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To operate a "whole pupil, whole school" approach, to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Coordinator (SENCO) who will work within the SEND Policy.
- To provide support and advice for all staff working with pupils with special educational needs.

Definition of Special Educational Needs and Disabilities

Special Educational Needs

Many children have a particular need at some point in their lives. There are many forms of need, which fall into four broad categories:

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

A child or young person has SEN if they have a learning difficulty or a disability which calls for special educational provision* to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions.

*Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age, by mainstream schools, maintained nursery schools, mainstream post-16 institutions, or by relevant early years providers. (Code of Practice 2015)

Parents and Class Teachers will be the first ones to recognise that a pupil may have a Special Educational Need. They should talk with each other about any concerns and relate these to the school's SEND Coordinator.

Disabilities

Many children and young people who have SEN may have a disability, which, under the Equality Act 2010, 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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have a SEN, but there is a significant overlap between children and young people with a disability and those with SEN. Where a child or young person with a disability requires special educational provision, they will also be covered by the SEN definition. (Code of Practice 2015)

A child's disability alone will not necessarily mean they have a Special Educational Need.

Identification and Support – A graduated response

Most needs are supported through Quality First Teaching (QFT):

- Changing the way activities are planned and delivered
- Matching activities to the ability / need of each child (differentiation)
- Adapting learning materials, such as equipment and activities, to suit each child's needs
- Offering small group or individual support

Class teachers are responsible for the progress and development for all pupils in their care, including where pupils access support from teaching assistants and specialist staff. This progress is monitored rigorously, through both ongoing assessment (daily marking and observations) and formal assessments (end of term/year assessments), which in turn are moderated to ensure accuracy.

However, we talk to parents if either they or their child's class teacher has a concern about a particular area of development and we let them know what the school has done to date (QFT), in order to meet their needs. The concern is captured on a document known as a 'Short Note'.

With the permission of parents, we seek additional advice from other agencies, such as health professionals, specialist teachers or educational psychologists who may:

- Carry out an assessment of the child's needs
- Provide advice to schools on how to best support the child
- Suggest resources that would help the child make progress

The advice given by these agencies will be used by the school and shared with parents, to help inform collaborative planning.

If targeted, Quality First Teaching does not bring about improvements (little or no progress) then provision additional to or different from what is normally on offer for pupils of that age will be planned for. In these cases, pupils are considered to have a SEND and will be recorded as such on the school's SEND register. Parents will be informed of this.

The desired outcomes and the planned support to achieve these will be recorded on a Support Plan. These are developed with the child and parents, with guidance and support provided by the school and other agencies as appropriate.

The school's approach to SEND is a graduated one, which takes the form of a four-part cycle of 'assess, plan, do and review'. In this way, we develop a growing understanding of the pupil's needs and of what support is required.

If relevant and purposeful action, as detailed on the 'Support Plan', is not sufficiently addressing the child's special needs (little or no progress), either the parent or the school may request the Local Authority to carry out an Education, Health and Care needs assessment.

This is a very detailed assessment of a child's needs. Parents or carers, the school, and a range of professionals, will all be asked to provide written reports.

At the end of the assessment, the Local Authority will consider these reports, before deciding whether to issue an 'Education, Health and Care Plan' for the child.

Education, Health and Care Assessment is only appropriate for a small number of children. The school's SENCO or the Parent Partnership Service will be able to advise you about this.

We may involve specialists, at any point, to advise us on early identification of SEN and effective support and interventions. Parents will always be involved in any decision to involve specialists.

Medical and Physical Needs

Medical conditions and disabilities do not alone constitute SEN.

For some children with medical needs or a disability, our school will work with parents and health professionals, or other relevant agencies, to ensure the right level of support is in place, to facilitate safe inclusion in school life.

The school will work with parents and relevant agencies to put in place an Individual Healthcare Plan that describes the pupil's condition and what the school has agreed to do to support this.

In order for the school to meet the particular needs of pupils with medical conditions, it may be that staff need to be trained, resources need to be purchased or reasonable adjustments need to be made to the school environment, before the school assumes responsibility for their care.

While our school is on three floors, we are continually addressing accessibility through the school's accessibility plan. We are happy to discuss ways of improving this and reasonable adjustments will always be made to ensure inclusion.

Please see our policy on Supporting Pupils with Medical Conditions.

Some pupils may have SEN as well as medical needs and/or disabilities and require an Education, Health and Care Plan, which brings together their health and social care needs, and their special educational provision.

Consultation

In order to support a child's SEND needs, we:

- Talk with parents/carers, if either they or we think their child has a special educational need and let them know what special help the school is giving
- Appoint a member of staff as the Special Educational Needs Coordinator (Patricia Davies – SENCO and Deputy Head Teacher)
- Appoint a member of the Governing Body to take a special interest in our SEND provision and keep our Governing Body updated about SEND provision on an annual basis
- Have a written Special Educational Needs Policy
- Take account of the Special Educational Needs (SEND) Code of Practice. This is advice given to schools by the government, which outlines what schools should do to support pupils with SEND and gives recommendations around good practice
- Provide opportunities for parents to give us their views (during meetings about the child's special need, termly parents' evenings, annual questionnaires, Contact Us and SEND Feedback forms on our website).
- Ensure pupils with SEND are observed, listened to and consulted, in an age-appropriate way, in order to shape the curriculum to meet their needs and interests.

Roles and Responsibilities

Class Teachers will:

- Be familiar with policy and procedure relating to SEND.
- Support the school's policy in all regards.
- Devise appropriate short-term objectives, with support from the school's SENCO, where necessary, and using information/advice from parents and other agencies.
- Deliver appropriate teaching and learning experiences.
- Assess pupils with SEND regularly and use this information to provide high quality provision.
- Liaise with parents, the school's SENCO and other agencies, as appropriate.
- Take the views, needs and interests of the child into account when planning, delivering and assessing.

- Participate in appropriate in-service training.
- Ensure the implementation of any support plans and advice or interventions, including when there is no additional adult support allocated to the child.

Teaching Assistants/Learning Support Assistants will:

- Be familiar with policy and procedure.
- Assist the SEND Coordinator and class teacher in ensuring high quality provision.
- Liaise with SEND Coordinator, parents, class teachers and other professionals, as appropriate, in order to support pupils' access to learning and appropriate educational experiences and to maximise learning.
- Participate in in-service training, as appropriate.

Parents will:

- Work in partnership with the school and other professionals involved in the care and education of their child.
- Support the completion of homework.
- Provide information that will help the school understand and meet the needs of the child.
- Support the implementation of short-term goals, as described on support plans. Be involved in meetings, reviews, progress and attainment.

The school's Special Educational Needs and Disabilities Coordinator (SENDCO) will:

- Oversee the day-to-day operation of the school's SEND policy.
- Co-ordinate provision for children with SEND.
- Liaise with the Designated Teacher (who is the teacher responsible for overseeing the education of a child who is in the care of the local authority), where a 'Looked After Child' has SEND.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet the needs of pupils, including CPD for staff.
- Liaise with the parents of pupils with SEND.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Be a key point of contact for external agencies, especially the Local Authority and its support services.
- Liaise with potential next providers of education, to ensure a pupil and their parents are informed about options and a smooth transition is planned for.

- Work with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010,) with regard to reasonable adjustments and access arrangements.
- Ensure that the school keeps records of all pupils with SEND up to date
- Monitor the provision, learning, progress and achievement of pupils with SEND.

The Governing Body will: _

- Have regard for the Code of Practice for Special Educational Needs and Disabilities.
- Monitor the provision for and the achievement of pupils with SEND.
- Appoint a member of the Governing Body to have responsibility for SEND.

Admission Arrangements

The arrangements for admitting pupils with Special Educational Needs are as follows:-

- Children who have an Education Health and Care Plan, which names our school, will be admitted.
- Induction arrangements may be adapted, depending on the needs of pupils and could include more visits or supported visits, for example.

Transition

At St. Patrick's RC Primary School, we fully support transition arrangements for all our pupils, regardless of the school to which they transfer.

We have very good transition arrangements in place to support transition to our main feeder secondary school. We will work collaboratively with other settings to which our pupils may transfer. For pupils with SEND, these arrangements are enhanced to support their move.

Where Annual Reviews are appropriate (for those pupils with an Education, Healthcare Plan), secondary school colleagues will attend meetings held, prior to the transfer, as appropriate.

We will also support parents in making informed decisions about the school to which their child will transfer, if parents so wish.

Support for transition for each year group is planned to take place during the summer term each year. This includes a 'Moving Up Day', when pupils have the opportunity to spend some time with the class to which they will belong in the September. Pupils known to be transferring to our school in the September are invited to take part in this day.

Children starting our Reception Class are provided with the following opportunities:

- Parents' Information Evening, in the summer term
- Reception teacher visits our main feeder nursery
- Children make visits to Reception during the summer term

At St. Patrick's RC Primary School, we have a flexible approach. For pupils with particular needs, transition arrangements are enhanced and additional visit opportunities or multi-agency meetings are organised, as appropriate.

Special Facilities

- The school has no SEND specialism or any special units.
- The school has an accessibility plan, which is being implemented in stages, as funds and needs dictate.

SEND Agencies and Partnerships

We work closely with a variety of agencies and other professionals, in order to provide the highest level of support for pupils with SEND. These include:

- One Point Children's Service
- Behaviour Support Services
- School Educational Psychologist
- Durham Movement Difficulties Service
- CAMHS Assessment Team
- Educational Social Workers
- School Nurse Service
- Learning Difficulties and Disability Support Service
- Special Educational Needs - Inclusion Team
- Looked After Children Team
- Medical Practitioners
- Occupational Therapy
- Speech and Language Therapy

We also work closely with colleagues in our school's Community of Learning, for example sharing training and purchases, in order to support pupils with SEND.

SEND Information Report

The Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND).

This is known as the Local Offer.

At St. Patrick's RC Primary School, we are committed to the equal inclusion of all pupils in all areas of primary school life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND). Our policy and SEND Information Report (published on our website and on the County Durham SIS Website) outlines our provision for pupils with SEND.

Further information about the Local Offer can be found on the County Durham website.

If you would like to discuss our SEND provision in more detail, please contact the school to arrange an appointment.

We will review this policy at least annually and keep its effectiveness under continual review, via Parent Evenings, Questionnaires, Complaints Procedure, and online systems for receiving feedback (including specifically about SEND provision).