



## **SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY**

**September 2021**

**St. Clare's Catholic Primary School Fulwood Preston**

### **MISSION STATEMENT**

St. Clare's Catholic Primary School is voluntary aided school in the Diocese of Lancaster. Our approach to the education of the children and the policies employed by the school, are inspired by, and come naturally from our faith tradition. The Catholic Faith is fundamental to the whole life of the school and we see Christ as central to the whole educational process.

We see all that happens in our school –for example our priorities, aims, objectives, our relationships, curriculum, discipline, and pastoral care for each unique person involved with the life of the school as having the potential to reflect God's loving care for each individual. We strive to provide the children with opportunities, in a school founded on Gospel values, in which they can experience success without fear of failure or recrimination.

At St. Clare's Catholic Primary School, we value the individuality of all the pupils attending our school. We aim to give all our pupils the opportunity and appropriate support to achieve their maximum potential and gain a sense of success and worth. We do this by respecting and having regard for the pupil's varied life experience and needs. The school offers a broad and balanced curriculum which provides a wide range of opportunities and experiences for the pupils. We have high expectations for all the children.

In conjunction with our Mission Statement, our aims and objectives are to ensure that the individuality of each child is promoted, irrespective of ethnicity, attainment, age, disability, gender or background and that the children have a common curriculum experience. At St. Clare's all children have the opportunity to access a curriculum which is appropriate to their individual abilities, talents, personal qualities and educational needs.

### **Our beliefs and Values**

The 1996 Act confirms previous legislation that children with SEND should be educated in mainstream school wherever practicable. St. Clare's School supports this view and therefore aims to cater for the individual learning needs of every child whilst also recognising the need for specialist provision to ensure access to the curriculum for all children. As a staff we actively seek, wherever possible, to remove the barriers to learning that can hinder or exclude individual pupils, or groups of pupils. At our school all children are treated as individuals with talents and abilities to be nurtured and developed as fully as possible; equality of opportunity must be a reality for our pupils. As a result this policy relates specifically to the inclusion of pupils with special educational needs and disabilities.

This policy applies to those pupils who:

- have learning communication and interaction difficulties
- cognition and learning difficulties
- social, emotional and mental health difficulties
- physical and sensory difficulties
- significant medical needs

### **Inclusion**

At St. Clare's Catholic Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all children attending the school, whatever their needs or abilities. Legislation defines a child with special Educational Needs and disability (SEND) if they have a learning difficulty or disability which calls for special

educational provision to be made for him/her. A child of compulsory school age or a young person has a learning difficulty if he/she has:

a significantly greater difficulty in learning than the majority of children of his/her age or, a disability which prevents or hinders him/her from making use of educational facilities of a general nature provided for others of the same age in mainstream schools or mainstream post16 institutions (SEND code of Practice 2014 pg. 14).

### **Definition of Disability**

Many young children and young people who have SEN may also have a disability under the Equality Act 2010-that is "...a physical or mental impairment which has 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" (SEND Code of Practice 2014 pg.5).

At St. Clare's we have experience of supporting pupils with a range of differing needs including learning difficulties, social emotional and mental health difficulties, physical difficulties, autistic spectrum disorder, medical difficulties and other difficulties or disabilities. Inclusion is regarded as crucial to this policy in line with that of the local authority. All children are taught together with their peers for the majority of the time, being withdrawn for short periods only when the specialist provision cannot be incorporated in any other way due to practical considerations for the child and the class as a whole.

### **Aims**

We aim to provide a caring, stimulating environment with high expectations and aspirations for each child. We aim to:

- meet the needs of all the children in our school
- provide for the needs of all pupils who may have special educational needs either throughout, or at any time during their time at our school
- provide the greatest possible access to a broad and balanced curriculum for all children in our care
- respect each parent's knowledge, views and experience of their child and ensure positive partnership between parent and teacher
- ensure parents are actively involved in supporting their child's education
- ensure early identification and assessment of children with special educational needs and make appropriate intervention and use of teaching methods
- co-operate with outside agencies who may be involved with children with special educational needs

### **Objectives**

"All children have the right to a broad and balanced curriculum, including the National Curriculum. The right extends to every registered pupil of compulsory age whether he/she has a statement of special educational needs." (A curriculum for All, Special Educational Needs in National Curriculum. NCC 1989)

We have a common approach to:

- setting standards of work and pupil behaviour
- identifying children with special needs including high achievers
- recording progress
- recognising achievement

We seek to:

- Provide a suitable learning environment which stimulates and encourages children to learn
- Constantly promote caring Christian values in creating a climate of warmth and support in which self-confidence and self-esteem can grow, and in which all pupils can feel valued and be able to make mistakes as they learn, without fear of criticism.
- Use existing good practice
- Plan for our children with special educational needs to make the curriculum available to all pupils
- Regularly assess and review progress of pupils through teacher assessment, screening tests, diagnostic tests, SATs. Assessment and recording of attainment should ensure that a child with special educational needs is working at the appropriate standard for key learning objectives

- Provide for special Needs in our Curriculum-Children with SEND should have full access to a broad, balance and relevant curriculum. The tasks should be chosen and presented to enable each child to achieve success.

## **Roles and Responsibilities**

The Governing Body must:

- Do their best to ensure that the necessary provision is made for any pupil who has special
- educational needs or disabilities
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils with special educational needs.
- Work with other agencies as appropriate to coordinate the provision for special educational needs and disabilities
- Report annually to parents on the school's work and policy for SEND
- Ensure that parents are notified of any decision by the school that SEND provision is to be made for their child.
- The SEND governor (Ms Roma Birtle) will liaise regularly with the SENDCo (Mrs Charnley) and report back to the full governing body.
- Ensure that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

### **The Headteacher**

The Headteacher has responsibility for the day to day management of all aspects of the school's work including provision for those children with SEND and to keep the Governing Body fully informed. The Headteacher works closely with the SEND Coordinator (SENDCo).

### **The SENDCo**

- The SENDCo is responsible for:
- The day to day operation of the school's SEND policy
- Liaising with and advising teaching and non-teaching staff
- Co-ordinating provision for children with SEND including regular (termly) progress meetings with parents to review progress of children with SEN support and coordinate annual review meetings for statemented children and EHCP (Educational Health Care Plan).
- Liaising with external agencies and professionals including the LA support and educational psychology services, speech and language service, CAMHS, child paediatrician, health and social services and voluntary bodies
- Liaising with parents of children with SEND
- Ensuring that appropriate provision maps and support plans are in place
- Ensuring that relevant background information about children with SEND is collated, recorded and updated (All About Me Profile/CAF)
- Record chronology of action for individual pupils and
- Keeping a register of pupils with SEN and updating this
- Supporting teachers in writing Individual Education Plans (IEPs) and assessing pupil progress
- Managing and purchasing a range of resources to enable appropriate provision to be made for children with SEND
- Making referrals to educational psychologist, speech and language service, school nurse,
- Supporting transition of SEND children into school and into High School
- Liaising with the SEND Governor
- Reviewing policy and practical arrangements to achieve best value

### **Curriculum Coordinators**

Each curriculum coordinator should ensure that provision is made for special needs children in their area of curriculum responsibility and work with the SENDCo to do this.

### **Class Teachers**

Each class teacher is responsible for providing appropriate provision for the children with SEND in their class and is accountable for the progress and development these pupils make including where pupils access support from Teaching Assistants and Specialist staff. Therefore class teachers must actively seek to adapt the curriculum to meet

the Special Needs and Disabilities of pupils in their class. All teachers must be aware of the procedures for identifying, assessing and making provision for pupils with SEND and are actively involved in the review process.

At St. Clare's teachers respond to children's needs by:

- Providing quality teaching that ensures the progress of all children, in line with the provisions in the Teachers Standards (2012) document
- Providing support for children who need help with communication, language and literacy
- Planning to develop children's understanding through the use of all their senses and varied experiences
- Planning for children's full participation in learning, and in physical and practical activities
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning
- Involving parents in implementing a joint learning approach at home.

### **All Teaching and Non-Teaching Staff**

All staff should:

- Be involved in the development and implementation of the school's SEND policy
- Provide a broad, and suitably differentiated curriculum relevant to the pupil's needs
- Plan for any pupil who may at some time in their education have SEND
- Promote self-worth and enthusiasm by encouraging independent learning at all age levels.

### **Teaching Assistants**

Teaching Assistants, as appropriate, should:

- Work and liaise with the SENDO and class teachers to provide support for children with SEND
- Attend reviews and meetings as requested
- Maintain records as appropriate of the children with SEND that they work with.

### **Parents of pupils with SEND**

The school seeks to work closely with parents in the support of children with SEND. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with SEND. Parents/carers are required to engage in the pupil "All About Me Profile" and with IEPs, and support their child to progress towards the targets set. A named Governor (Ms Roma Birtle) is always willing to talk to parents/carers.

We have regular meetings each term to share the progress of SEND children with their parents. We inform the parents of any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with SEND. During this meeting, we review a child's progress and set new targets for the next term.

### **Parents will be encouraged to:**

- Recognise and fulfil their responsibilities as parents and play an active part in their child's education
- Have knowledge of their child's entitlement within the SEND Framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making processes about SEND provision.
- Parents are encouraged to contact the child's class teacher/SENDCo as required by telephone or appointment.
- Parents are encouraged to be involved in supporting the target setting process for IEPs and their views are sought for reviews. Active participation by parents in supporting their child's learning at home is encouraged.

### **Children with SEND**

At St. Clare's Catholic Primary School, we encourage children, where appropriate to take responsibility and to be part of the decision making process. This is part of the culture of our school and relates to children of all ages. All

members of staff recognise the importance of children developing social, aesthetic, physical, artistic and emotional skills as well as academic skills.

Children have much to contribute to guiding the provision that they receive for their special educational needs/disabilities. Children are required to engage in the review-plan-do cycle (at an appropriate level for their age and development) and provide evidence of their progress towards the targets set in the IEP and in their "All About Me Profile".

### **Admission Arrangements**

Children with SEND who are due to be admitted to the school at any age should be accompanied by the appropriate documentation giving details of the support required and given to this date. This should include advice and recommendations of any external agencies involved. It is then the school's responsibility to cater for the child's needs in the context of available resources. Where there is doubt regarding the suitability of a mainstream placement for a child with an Education Health Care Plan, further advice and support will be sought from the Local Authority and an Educational Psychologist, before a decision is made in consultation with parents. In these circumstances, admission will only be refused where the child's inclusion would be incompatible with the efficient education of the other children.

### **Support available for Children with SEND and their Families**

- Class teachers are available to discuss the progress of all children throughout the school year.
- The SENDCo is available to discuss the progress of children with SEND
- Class Teachers or SENDCo are able to make links with other agencies to support the child and their family.
- Access arrangements for examinations and other assessments e.g. larger text for visually impaired pupils or additional time for children with learning difficulties.
- Transition—we ensure that there are transition meetings from KS1 to KS2. We also support families and pupils during high school transition by sharing information and arranging transition meetings between school and parents and additional transition days as appropriate.
- Further information about SEND for families of children with SEND can be found at [www.sendgateway.org.uk](http://www.sendgateway.org.uk).
- Where necessary the school can lead a Common Assessment Framework (CAF) referral with the aim of providing support for children and families at St Clare's, or form and lead a Team around the Child (TAC) or Team around the Family (TAF).
- School can also lead referrals to other services (e.g. Speech and Language Therapy/ Counselling) and/or provide data for other referrals provided that parental consent is obtained.

### **The Identification and Assessment of Special Educational Needs**

If a child is experiencing difficulties, parents will be informed either at parents' evenings or during informal meetings to discuss the child's progress. During these meetings parents will be informed that their child's progress is giving the teacher "cause for concern". Results of assessments and reasons for concerns should be discussed and possible strategies to support the child should be identified. The teacher, in partnership with the parents/carers and child (where appropriate) will then implement the procedures outlined below in "School Support". A date for review should be agreed and if at this date no further progress is made by the pupil then a decision will be made as to whether the child should be added to the SEND Register and reasons must be explained. It should not come as a surprise for parents/carers to learn that their child is being identified as having SEN and we aim to engage parents at every stage. Parents/carers will be asked to give parental consent at this point.

**Initial Concern Monitoring**-An informal stage where the class teacher identifies a concern about a child's progress, gathers available information about the pupil, discusses strategies for providing appropriate learning tasks for the pupil with SENDCo and seeks to discuss concerns with the pupil's parents/carers. A parent or other professional e.g. School Nurse, GP etc. may also express a concern and start this process. At this stage the class teacher should be developing awareness of the child's potential SEND:

**A)** Children with such needs may at some time have experienced/be experiencing some or all of the following: frustration, failure, being misunderstood, parental disappointment, ridicule of peers. As a result, self-confidence and self-esteem may be shattered and the response may be to: switch off or disassociate from class activities, develop

behaviour/disruptive problems, become withdrawn. Their difficulties may be caused by and involve some or all of the following:

**Poor short term memory** (visual/auditory or both) possibly resulting in:

- Inability to remember instructions
- Forgetting an answer before time to respond
- Reading difficulties
- Spelling difficulties
- Inability to copy
- Difficulty in recalling common sequences e.g. days, months
- Difficulty in telling the time
- Difficulty in learning multiplication tables
- Organisational activities

**Sensory discrimination** (visual/auditory or both) –possible results:

- Reading difficulties
- Spelling difficulties
- Handwriting difficulties
- Untidiness
- Inability to discriminate sounds –phonic skills
- Difficulty in discriminating tone of voice (own/other's speech)

**Poor motor discrimination** (gross/fine motor skills or both) possibly resulting in:

- Clumsiness
- Poor sporting ability
- Handwriting difficulties
- Untidiness
- Difficulty in learning to tie shoe laces, tie, buttons

We must not forget that children who display the above symptoms may also display considerable ability in: oral work, art, PE, music, swimming and drama. Even children whose language development is affected by poor auditory perception can display their intelligence with: computers, maps, diagrammatic presentation etc.

**B)** Consult the child's parents (and the child where appropriate) -e.g. parents' evenings, when the child is collected, dropped off- for further information if needed

**C)** Inform the SEND Coordinator who will review strategies already being used to support the child and will register the child in the school's SEND Register

**D)** Identify and collect further relevant information about the child, identifying specific concerns and collect relevant evidence to support these and consult further with the SEND Coordinator –who will help to gather information and to assess the child's needs.

The information collected should include:

**from the school:** class records (including from other schools), observations, National Curriculum attainments, standardised test results/profiles, record of achievement, and reports on child in school setting.

**from the parents:** views on health and development; perceptions of child's performance, progress and behaviour at school and at home; factors contributing to any difficulty; action the school might take.

**from the child:** personal perception of any difficulties, how these might be addressed.

**from others:** information already available, e.g. health, social services, pre-school assessments etc.

**E)** Work closely with the child in the classroom and if necessary provide help within the normal curriculum framework and explore ways in which increased differentiation of classroom work might better meet the needs of the child.

Monitor and review the child's progress –focussing on:

- Progress made by the child
- Effectiveness of special help
- Future action

Concerns are recorded on a 'Chronology of Action' sheet and kept in the SEND File and by the class teacher. Progress is reviewed in conjunction with the parents and SENDCo on a regular basis. The outcome may be:

- The child continues at this level of input
- The child no longer needs special help
- The child moves to "School Support"

## School Support

The trigger for SEN Support is the teacher/other professional having concern (or a parental concern), underpinned by evidence about the progress/development of a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas
- Presents persistent social, emotional or mental health difficulties
- Has sensory or physical problems, and continues to make little or no progress despite the provision of a differentiated curriculum.

Provision is mainly classroom based and managed by the class teacher where:

- An Individual Education Plan (IEP) is drawn up for the pupil, in consultation with the pupil's parent's parents/carers and advice from the SENDCo
- Progress is reviewed on at least a termly basis
- At the termly IEP review, decisions are made about future provision
- The majority of support is provided in class by the Class Teacher and Teaching Assistants, but there may be some low level involvement from the SENDCo.
- If despite significant support and intervention at the early stages of support, the school has evidence that a pupil is making insufficient progress, or if the SENDCo believes the nature of the pupil's difficulties requires it, we may seek further advice and support from external professionals. The criteria for referrals are set by the LA.
- The triggers for a referral being made could be that despite having received an individual programme and/or concentrated support, the pupil:
  - Continues to make little or no progress in specific areas over a long period
  - Continues working at National Curriculum Standards substantially below that of expected of children at a similar age
  - Continues to have difficulty developing literacy and/or numeracy skills
  - Has emotional and behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
  - Has sensory, or physical, needs and requires additional specialist equipment or regular advice or visits by a specialist service
  - Has an ongoing communication or interaction difficulty which impedes the development of social relationships and causes barriers to learning.
- Provision will still mainly be classroom based, with additional advice/input from the SENDCo where the school will:
  - Seek the involvement of external agencies to support the production of an IEP for the pupil or to provide a course of support which is carried out in school in a small group/1:1 basis
  - Continue to work closely with parents
  - Continue to keep the pupil's progress under regular review.

Reviews are carried out as before.

If a child is still experiencing significant difficulties after recommendations from outside agencies have been put in place, actioned and reviewed after a length of time the SENDCo and other professionals may consult with parents and agree that the school will put forward a request for the consideration of the initiation of statutory assessment if everything that has been tried so far does not seem to be making sufficient difference to the child's situation, progress and development.

The criteria for applying for a statutory assessment are set by the LA. The school's educational psychologist must have assessed the child and be in agreement with any application for statutory assessment.

### **Request for the Consideration of the Initiation of Statutory Assessment**

School will often be able to meet the needs of children through School SEN Support. However, it sometimes may be that a pupil needs a more intensive level of specialist help that cannot be met from the resources available to provide SEN support. In these circumstances the school will consider asking the LA for a Statutory Assessment for the pupil. This Assessment could lead to the pupil getting an Education Health Care Plan (EHCP). An EHCP brings the pupil's education, health and social care needs into a single legal document. The school will use reports from all the professionals involved with the child to complete the statutory forms provided on the Local Authority's (LA's) website. All of these reports and forms are submitted to the LA's SEN Panel where it will be decided whether a statutory assessment will be granted. Parents'/carers' views and feelings are sought throughout the process.

If a statutory assessment is granted then the LA's SEN panel will request detailed reports from all of the professionals involved about a child's development, progress and the difficulties being experienced, with details of what has been provided to support the child up to this stage.

If the SEN Panel are in agreement, an Education, Health and Care Plan (EHCP) will be drawn up, which will outline in detail the child's specific educational needs and required provision. The EHCP will also detail any additional funding which is being provided to the school and how this must be used as well as detailing the school placement for the child.

The SEN Panel may make a recommendation as part of the process as to the best placement of the child in light of their special educational needs. It must be pointed out to parents that not all requests for statutory assessment are successful and that this will be up to the LA's SEN Panel.

Where statutory assessment is not agreed or where an EHCP is not issued, the school will continue to provide support for the child at SEN Support and decisions will be made about gathering evidence for a further request to be made if this is deemed appropriate or necessary.

Whilst the LA makes its decision about whether a statutory assessment is necessary, and whilst any subsequent assessment is being made, the child continues to be supported at SEN Support within school.

Please note the Statutory Assessment Process for an EHCP may take up to 70 days to be completed.

Education, Health and Care Plan (EHCP)

There are many reasons to apply for an EHCP including:

- The child is "Looked After" and therefore additionally vulnerable
- The child has a disability which is lifelong and 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 benefit from special school provision.
- Children whom it is felt will manage in mainstream schools, albeit with support are less often assessed for EHCPs.
- Having a diagnosis of ASD, ADHD or dyslexia for example does not mean that a child needs an EHCP.
- For full details of the Local Authority's (LA's) arrangements for referrals and arrangements for decisions on EHCP applications refer to <http://www.lancashire.gov.uk/localoffer/families/ehcp>.

The production of the EHCP is organised by the Local Authority in close liaison with the school, external agencies involved with the pupil and the pupil's parents/carers. The provision set out in the pupil's EHCP will be closely monitored by the SENDCo and reviewed annually. The pupil's parents/carers will be invited to attend the review meeting and to contribute to the review. If a pupil makes sufficient progress, an EHCP may be discontinued by the LA.

### **SEND Register**

Children requiring "School Support" or EHCPs will be recorded on the school's SEND Register so that provision for their needs can be planned for. The SEND Register is simply a record of which children require additional support and allows the SENDCo to ensure that resources are allocated appropriately and to enable support to be sought for the pupil from additional external agencies such as Education Psychology, Child and Family Support worker, Speech and Language Therapy.

Children with specific medical or other needs identified which impact on curriculum provision will be recorded on the SEND Register. Children with medical needs will be recorded on the school's medical register as well.

Children may be added to, or removed from, the SEND Register at the school's discretion. The decision to add or remove a child from the SEND Register is generally made when it is felt that the pupil no longer requires additional

support. This decision will be made based on evidence from a range of sources of formative and summative assessments and observations.

Any child who is removed from the SEND Register will continue to be monitored by the class teacher and it may also be necessary to retain some form of SEN support to ensure that the child continues to make good progress. Should there be any concerns the child's educational progress then the child may be placed back on the register at any time. Parents/carers will be informed of this decision and the reasons for it. Children often move off the SEND Register when their needs are met and no additional provision is required.

Where removal of support would be detrimental to the child's continued progress then the child may remain on the SEND Register despite improving their rate of progress.

Children are not regarded as having a learning difficulty solely because the language or form of language of their home environment is different from the language in which they will be taught in school.

### **Support for Pupils with Medical Conditions**

We recognise that pupils attending school with medical conditions should be properly supported so that they may have full access to education, including school trips, residential 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 of these pupils may also have special educational needs (SEN) and may have a statement or 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.

Where a child has a medical condition, it may be necessary to share information about their condition with staff and other professionals (e.g. supply staff).

Where a child has a medical problem that does not affect their ability to learn, they will be identified in the SEND register giving details of their condition and what staff can do to ensure that the child remains happy, safe and comfortable whilst at school. However, they will not need an IEP or Provision Map although an "All About Me Profile" may be completed if felt necessary. They will also be recorded on the Medical Register.

#### **The Equality Act requires that Early Years Providers, schools, colleges and other education settings and Local Authorities:**

- Most not directly or indirectly discriminate against, harass or victimise disabled children and young people
- Must make reasonable adjustments, including the provision of auxiliary aid services (e.g. tactile signage or induction loops), so that disabled children and young people are not disadvantaged compared with other children and young people. This duty is what is known as "anticipatory".
- Schools are also required to think in advance about what disabled children and young people might need in the future.

### **Review Procedures**

If your child is added to the SEND Register parents/carers will be invited to a meeting to agree targets and support for their child. These will then be written into an Individual Education Plan (IEP) which will be discussed with the child along with their own views of school and learning.

Records are kept of these meetings and copies made available to parents. Copies will also be made available to any external agencies involved in the education/well-being of the child. Thereafter parents/carers, their child and professionals involved are invited to a meeting at least each term to review progress made against targets set, set new targets and agree provision for the next term. In the summer term there will be an annual review of the child's progress. School will endeavour to ensure that the meeting will take place at an agreed time to ensure parents/carers are able to attend.

During these meetings the following will be presented and discussed:

- Evidence of progress against the targets and success criteria (assessments and other progress indicators) must be provided by the child, parents/carers, class teacher and other professionals involved with the child
- Effectiveness of interventions and teaching strategies in enabling the child to make progress against their targets will be reviewed using evidence of progress made. It is important to note that this process should involve the views of the child first, then the parents/carers and finally the class teacher/other professionals involved with the child
- Following the review of assessments, the teacher/other professionals, the child and parents/ Carers will agree a new plan of action, involving personalised target setting and success criteria to measure progress. This plan must also make clear the contribution to be made by the child, the parents/carers and the school/other professionals.
- It is the responsibility of the class teacher to ensure that the child is given the opportunities, access to resources and/or ensure the child receives the necessary support in school.
- Where a child continues to make slow progress, despite receiving high quality targeted support, it may be necessary to conduct further assessments to investigate the root causes of the learning difficulties so that these barriers to learning may be addressed.
- Where a pupil has an EHCP there is at the minimum an annual review carried out by the school in conjunction with the LA to which parents and external agencies are encouraged to attend.

### **Individual Education Plans and Provision Mapping**

An IEP highlights:

- the school's main areas of concern for the child
- the strengths of the child which can be used to overcome difficulties
- targets for the child to work towards (these should promote learning in small achievable steps)
- details of strategies to be employed to enable the child to meet its targets.

An IEP is usually initially drawn up at a review meeting with the professionals involved in supporting the child and the child's parents/carers present.

A Provision Map is a record of all the additional "provision" provided for the child during the course of the child's time within school. A Provision Map is completed by the class teacher in conjunction with the SENDCo.

### **Providing for Special Needs throughout the Curriculum**

All pupils at St. Clare's will have access to the full curricular provision of the school. Delivery will be matched and supported according to the specific needs of pupils with SEND. Wherever possible children with SEND will be taught with their peers in mainstream classes by class teachers and teaching assistants and study a curriculum appropriate for their age –in some instances children are taught a year below their chronological age as agreed by all parties involved. Planning for pupils with SEND is incorporated in schemes of work via teachers' weekly, short and medium term planning. Through this approach teachers will seek to:

- Provide suitable learning challenges
- Meet the pupils' diverse needs
- Remove the barriers to learning and assessment

Strategies for including and supporting children with SEND will include:

- Making lesson situations as realistic and meaningful as possible
- Breaking work into small steps so that pupils can experience success
- Differentiation of activity
- Provision of adult support as appropriate
- Provision of equipment to aid learning as appropriate
- Using practical work where appropriate
- Using co-operative work for pupils to develop learning and social skills
- Use of conversation/discussion in learning
- Provide a range of methods to support pupil with SEND during writing activities as appropriate.

The school will, in other than exceptional cases, make full use of the classroom and school resources before drawing on external support.

On occasions children benefit from a period of time of individual attention/small group attention external to the classroom to address specific skills to enable them to access the curriculum more fully. Children are then withdrawn and given 1:1 or small group support in a quieter atmosphere without distractions from others around them.

Within class flexible groupings are used so that learning needs may be met in individual, small group or whole class contexts. Teaching styles and flexible groupings will reflect this approach.

**Integration of Children with SEND**-Support for children with SEND will take place within the classroom whenever possible. It is school's policy to ensure that all children with SEND receive a full broad, balance and relevant curriculum and so are taught with the other children whenever possible. However, there will be occasions when a child or small groups of children may be withdrawn to receive extra support.

Where pupils come into the school with an EHCP every possible step will be made to integrate them into the school community.

To enable children with SEN/disability to take part in the curriculum as fully as possible appropriate adaptation and differentiation will be made to activities

However, it should be noted that on occasions it may not be possible to adapt an activity appropriately to allow children with SEN/disability full participation in this particular activity.

**Resourcing**-All mainstream schools are provided with funding to support pupils with additional needs including pupils with SEND. Most of these resources are determined by a local authority funding formula which is discussed with the local schools' forum. Schools have an amount identified within their overall budget called the notional SEN funding. This is found within the "individual pupil unit" of the funding formula. This is not a "ringfenced" amount and it is for the school to provide high quality appropriate support from the whole of its budget.

Schools are not expected to meet the full costs of more expensive SEND provision from their core funding. Schools are expected to provide additional support which cost up to a nationally prescribed threshold per pupil. Any additional funding to meet a child's special educational needs which are deemed additional by the EHCP will be allocated to the school's budget as a "top-up" payment by the LA within which the pupil resides.

It is at the school's discretion as to how funding is best allocated to meet the needs of pupils at School Support. However funding allocated to meet needs of a pupil with an EHCP must be used to meet these specific requirements.

The Headteacher, SENDCo and Governors should establish a clear picture of the funding resources that are available to the school. They should consider their strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups such as pupil premium and determine the school's spending priorities in the light of SEND provision to ensure the SEND children, in particular those with EHCPs, receive the appropriate provision.

### **Funding and Personal Budgets**

Parents/carers are entitled to request a personal budget if their child has an EHCP or has been assessed as needing a plan.

- A Personal Budget is an amount of money your Local Authority has identified to meet some of the needs in your child's EHCP if the parents/carers want to be involved in choosing and arranging a part of the provision to meet their child's needs
- Parents/carers (or a representative) will need to agree this with the Local Authority
- A Personal Budget can only be used for an agreed provision in the EHCP.
- The school buys into Special Educational Needs and disability Service (SEND), the LA's Educational Psychologist Service and other services as appropriate. The school also works with other authorities/agencies to support children with SEND.

- Resources for individual children are available in each classroom. Each teacher should be aware of their children's needs, plan for differentiation, and purchase resources accordingly.
- The Head Teacher/SENDCo and teaching staff organise and plan the amount of additional in-class and external specialist support required for pupils at School Support and with an EHCP. Pupils at School Support are covered from within the school's existing budget, and receive in-class support from teaching assistants and / or direct small group teaching from the SENDCo as appropriate.

**Links with Other Schools**-When children with "SEND" transfer from our school to other schools, the receiving school will be made aware of any problems and be fully informed of any action taken. On transfer to High School a member of their special needs department will visit the school if necessary to see children and teachers about to transfer. Contact with the High School is made as soon as possible so that arrangements for early reviews and visits can be made as soon as possible. When admitting pupils from other schools attention is paid to the information provided so that appropriate arrangements can be made/implemented and support for their needs can be maintained.

**Assessment Procedures**-We believe that all children and young people deserve to have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.

The school utilises nationally recognised assessment systems, which relates to the foundation stage, the P Scales for pupils with learning difficulties, and the National Curriculum levels of attainment (summative assessment). Assessment for/ learning (formative assessment), as outlined in the national guidance, guides us in the process of seeking and interpreting evidence for use by learners and our teachers to decide where the pupils are in their learning, where they need to go and how best to get there. Where children are performing at a standard below National Curriculum criteria, PIVATs are used to assess and monitor pupils' progress and to set targets. P-Scales provide the summative assessment data.

All teachers monitor, review and analyse pupil progress in accordance with the school's Assessment Policy. In order to ensure accurate assessments are made, teachers annually moderate and standardise samples of pupils' work and achievements across the curriculum. Attainment is recorded at EYFS, KS1 and KS2 using the Pupil Achievement Tracking system in order to monitor pupil progress.

Underachievement is identified as early as possible through teachers carefully monitoring the pupils' work and utilising regular assessment tasks/activities. Any concerns they may have are raised with the Head teacher/ SENDCo and appropriate action is taken as outlined above in this policy.. As a result of the school's tracking arrangements pupils are set individual, challenging targets which address the area of underachievement which appertains to them. As part of ongoing assessment in their work pupils are also given next step targets. Pupil progress is monitored and reviewed termly.

Teachers track pupil progress systematically and report to the Head Teacher/SENDCo in order to:

- monitor the progress individual pupils make against their targets;
- verify that barrier-free learning is taking place across the curriculum, particularly where there have been changes in staff or syllabus / schemes of work , or low attendance rates;
- provide a cross-check with teachers and teaching assistants or learning mentors regarding the pupils who are underachieving in relation to their prior attainment;
- monitor the progress of specific pupil cohorts, e.g. summer-born children, free school meals pupils, EAL, different ethnic groups, boys and girls, SEND, gifted and talented, traveller children, looked after children, etc.
- identify particular strengths and weaknesses of particular year groups in a key stage or subject area;
- collect, monitor and analyse fixed-term and permanent exclusions and takes appropriate action to prevent re-occurrence;
- check the progress of pupils at School Support and those with a EHCP to inform the SEND register and to ensure that the pupils' needs are being met;
- show 'value added' in view of the additional resources put in place to support inclusion; to compare the accuracy of teacher assessment with external test results at the end of a key stage (i.e. the difference between actual and expected pupil performance);
- compare the school's performance with other similar schools in the LA via Lancashire Schools Information Profile and ASP with their statistical neighbours and with national performance data.

In addition to the culture of support and praise which underpins the school ethos, the reward system of Credits/Beads, House Points, Certificates of Achievement, Effort Cups etc, and letters and Certificates of commendation for outstanding work performance, effort and improved behaviour, contribute to raising pupil self-esteem and motivation.

**Assessment Procedures for pupils with SEND**-The SENDCo will refer pupils with SEN and/or disabilities to SENDISS, Speech and Language Service, Behaviour Support Service, Education Psychology Service, Paediatrician, Child and Adolescent Mental Health Services (CAMHS) or other relevant external agencies as appropriate using the individual referral criteria for each agency. Such referrals will always be first agreed with parents/carers.

**Professional Development** -In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs all pupils, all staff members should take part in professional development to ensure secure, up to date subject knowledge. All staff members who attend any CPD course should provide feedback/disseminate the information. All teachers and support staff undertake induction on taking up a post at St. Clare's and this includes a meeting with the SENDCo to explain the systems and structures in place around the school SEND provision and practice and to discuss the needs of individual pupils. The school's SENDCo regularly attends the Local Authority's SENDCo network meetings in order to keep up to date with local and national updates in SEND.

**Working with Parents** -The knowledge, views and first-hand experience parents/carers have regarding their children is valued for the contribution it makes in supporting and planning for their child's education. Parents/carers are seen as partners in the educational process. Parents/carers are encouraged to be fully involved in their child's educational provision, so that a collaborative problem solving approach can be implemented.

Class teachers meet formally with parents/carers on a termly basis at parents' evenings to discuss their child's progress, provision and IEPs.

Throughout all stages of support the school will do its utmost to keep parents informed, and will encourage them to attend their child's review meetings, however parents should note that this is a very much a two way process and their availability is greatly appreciated.

All parents are welcome to contact the Head Teacher, SENDCo and teaching staff if they have any concerns about educational provision for children with SEND at St. Clare's Catholic Primary School.

If a parent has a concern over their child's progress or provision then they should in the first instance consult the class teacher. If their concern is not resolved in this way then they should consult the school SENDCo or the head teacher and if necessary, the SEND Governor and after this the Local Authority.

### **Storing and managing information**

All SEND documents are stored securely. The sharing of information regarding SEND is subject to the procedures set out in the Confidentiality Policy. Parental consent will be sought, where necessary, to share information with external agencies and/or professionals. As the "All About Me"/IEP documents contain details of pupils' historical achievement, it is important that these documents are treated as confidential documents. It is the responsibility of parents/carers to ensure that their copies of these documents are kept safely.

**Accessibility/Disability Discrimination** -The DDA, as amended by the SEN and Disability Act 2001, placed a statutory duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled children and to implement their plans. Schools are required to produce accessibility plans for their building and Local Authorities are under a duty to prepare accessibility strategies covering maintain schools in their area. A copy of the school's Accessibility Plan can be obtained, upon request, from the school office. Currently the school complies with the Disability Discrimination Act through ensuring equal access to both the school's building and curriculum. School also has the facility of a purpose built disabled toilet. The curricular provision also takes account of individual pupil's needs as outlined above.

### **Monitoring and Evaluating SEND Provision and Practice**

All pupils' progress in Reading, Writing and Mathematics is monitored every half term (usually 6-8 weeks) by the class teachers and head teacher. The Class teacher and SENDCo monitor the progress of individual pupils with SEND to ensure that the interventions in place are effective and that the pupils with SEND are making progress.

This information is then reported to Governors via the Head Teacher's report to the Full Governing Body and the nominated Governor for SEND.

An annual SEND Information Report is also produced and published on the school's website. Governors are expected to attend a data analysis session of LSIP (Lancashire School's Information Profile) where the progress of Classes and pupils is examined.

Parents' views are sought via the Lancashire School's Parental Questionnaire, pupil reports, parents' evenings and at School Support Review Meetings. Pupils share their views via pupil attitude questionnaires, school questionnaires, School Support Review Meetings.

### **Monitoring and Evaluating Policy**

This policy will be reviewed annually. Policy evaluation focuses on:

- establishing how far the aims and objectives of the policy have been met;
- establishing how effective the inclusion provision has been in relation to the resources allocated;
- the attainment, achievements and progress of pupils with SEND when compared to their peers and with local and national data drawn from Lancashire School Information Profile
- listening and responding to the views of pupils;
- comments from the annual parent questionnaire;
- the school's own self-evaluation of the inclusion of pupils with SEN and behaviour
- difficulties identified when using the LA School Self Evaluation Toolkit for SEND
- In the light of these findings, our policy is revised and amended accordingly. We
- believe that effective schools are also inclusive schools and to this end, our evaluation
- focuses up on a shared vision and commitment to inclusion which ensures:
- a stable and experienced teaching team working in collaboration with teaching
- assistants;
- strong support from parents, carers and governors;
- careful and systematic use of resources;
- thorough monitoring, evaluation and assessment of progress;
- a calm and consistent school climate that promotes good, positive social relationships;
- high expectations of all pupils;
- that pupils' views are valued, and the pupils' voices are listened to;
- clear and consistent whole-school policies, with the emphasis on early intervention;
- recognition and respect for diversity;
- appropriate, effective communication systems;

This policy will be reviewed annually and is ratified by governors on:

Review of Policy: Autumn 2022