



Our Mission in St Patrick's is to develop each child's talents and potential in a caring Catholic community inspired by the teachings of Jesus Christ.

Policy for the Educational Provision for Children With Special Educational Needs & Disabilities

Special educational provision means:

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.

Definition of Special Educational Needs & Disabilities (SEND)

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

For children aged two or more, 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.

(See Introduction xiii to xv, SEND Code of Practice 0-25 years, August 2014)

Aims

The aims of this policy are:

- To create a stimulating environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To enable all children to have full access to all elements of the school curriculum.
- To provide children with the best possible outcomes in preparation for life-long learning.
- To raise the aspirations and expectations of all pupils, including those with SEND by working collaboratively with parents and carers and listening to the voice of the pupil.

Objectives

- To identify at the earliest opportunity those children with special educational needs and/or additional needs.
- To provide, monitor and review personalised provision as appropriate and set realistic and challenging targets.

- To involve children and parents in the identification and review of the targets.
- To plan an effective curriculum to meet the needs of children with special educational needs.
- To ensure that every aspect of a child's development is taken into consideration and provided for within a whole school, inclusive ethos.
- To heighten awareness that every teacher is a teacher of every child including those with SEND.
- An appropriately qualified/ experienced SENCO will be provided by the school to ensure that all of the points in this policy are upheld.
- To provide support, advice and facilitate training for all staff working with pupils with SEND.
- To develop and maintain partnership and high levels of engagement with parents and effectively liaise with outside agencies.
- To work within the guidance provided in the SEND Code of Practice 2014.

The role of the Governing body

The governing body, and the named governor in particular, has a specific responsibility for monitoring and evaluating the provision for children with Special Educational Needs & Disability. The governing body has a responsibility to:

- Decide and review the schools SEND policy and approach to meeting the needs of all pupils in the school with special educational needs.
- Ensure that the necessary provision is made for any pupil identified to have special educational need.
- Ensure that the teachers are aware of the importance of identifying, and providing for, those pupils who have SEND.
- Ensure the inclusion of pupils with SEND in activities.
- Have regard for the 2014 Code of Practice when carrying out its duties.

Special Educational Needs Co-ordinators' role (SENCo)

In our school the Special Educational Needs Co-ordinator (SENCo) is responsible for coordinating the provision of special educational needs (SEND) throughout the school with support from the SEND teaching assistant. (Currently the SENCo is Heather Robertson).

This will involve:

- Day to day operation of the SEND policy including maintaining the school's SEND register and managing the records.
- Coordinating the range of support available to children with special educational needs and monitoring the use and effectiveness of the school's provision map.
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress.
- Providing advice to staff.
- Ensuring the class teacher is liaising with parents/carers of children with special educational needs.
- Overseeing and maintaining specific resources for special educational needs.
- Liaising with outside agencies.
- Contributing to and, where necessary, leading the in-service training of staff.
- Monitoring, evaluating and reporting on the provision for children with SEND to the governing body in conjunction with the designated responsible person.
- Advising the Senior Management Team and governors with regard to Provision Mapping of Support and the allocation of SEND funding.

Arrangements for co-ordinating provision for children with SEN

The needs of the majority of children will be met in the classroom. However for some children it is necessary for them to spend some time in small group work or being withdrawn from the classroom for specific activities related to the needs identified. This may be with the teacher or teaching assistant. This is part of the school's coordinated arrangements which appear in the class provision maps. The SENCo and SEND Governor will oversee this provision.

Admission Arrangements

Please see school Admissions Policy.

Identification and Assessment

The school follows the guidance contained in the Special Educational Needs & Disability Code of Practice 0-25 Years (2014).

Children's needs may be categorised into four broad areas, these include:

- 1. Communication and Interaction**
- 2. Cognition and Learning**
- 3. Social, Emotional and Mental Health**
- 4. Sensory and/or Physical**

These four categories broadly identify the aspects of SEND needs for pupils at our school however we will also identify the needs of pupils by considering the whole child, which will include not just the special educational needs of the child or young person.

Where possible, the needs of the child are met within the classroom by careful planning and varied teaching approaches (Quality First Teaching). However if it is deemed the child is not making adequate progress, the strategies and approaches currently being used will be reviewed and intervention will take place.

A Graduated Approach to SEND support

Assess

A clear understanding of a child's needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to progress and improved outcomes.

Assessment of need starts with a whole school approach that can quickly identify where a child is not making adequate progress despite high quality teaching. Information that teachers may draw upon include;

Teachers' assessment and experience of a pupil
Pupil progress attainment and behaviour
The individual's development in comparison to their peers
The views and experience of parents
Pupils own views
Advice from external support services

Plan

Once the need for SEND support has been identified the code is quite clear that the first step in responding to a pupil's identified need is to ensure that high quality teaching, differentiated for individual pupils, is in place.

Teachers will adapt their teaching and provision to overcome the barriers of learning and make changes to ensure full accessibility to the curriculum with the support of the SENCO.

We believe that parents and pupils are an integral part of the planning process and are invited to contribute their thoughts and ideas during regular meetings throughout the year.

Advice will be sought and followed from various outside agencies as required.

In addition to the above, the process of planning for a child with an Education Health Care Plan (EHC) will take account the statutory requirements from their EHC Plan.

Do

The teacher is at the centre of day to day responsibility for working with all pupils including those with identified SEND. It is imperative that the teacher works closely with all adults involved with 1:1 provision or any teaching away from the class as the teacher is ultimately responsible for assessing the impact of targeted interventions.

Review

As mentioned, teachers are continually reviewing the progress of all pupils on a regular basis through marking, feedback, observations and regular meetings with support staff. This happens for all pupils throughout the year both formally and informally. In addition to this, for pupils with recognised SEND the progress of meeting planned outcomes is assessed and reviewed regularly, at least three times a year.

Teachers consider the following when discussing the progress of pupils identified with SEND:

Have the pupils met their expected targets?

Are the pupils on track to meet their end of year/ key stage target?

Is there an improvement in the previous rate of progress?

Is the gap narrowing (attainment and progress) between pupils with SEND and all pupils?

The role of Parents/ Carers and Children in the graduated approach

In the new code of practice there is a stronger emphasis on improving the parent/carer voice and that of the SEND child. To facilitate this, three meetings annually will be organised for parents, carers and children to contribute to the plan, do and review process to ensure that the needs of the child are truly reflected in the provision being provided by the school.

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing where necessary. The school will also update parents/carers with relevant information. We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEND this includes discussing the strategies for their success.

We encourage them to take part in reviewing their progress and in setting new goals and challenges.

Managing pupil's needs on the SEND register

Under the new Code of Practice 0-25 2014, there are two ways in which a child with SEND might have their needs categorised: **SENSupport** or **Education Health Care Plan (EHC)**.

The main difference between the two categories are that those with an EHC have their statutory rights protected by law whereas those categorised as SEN support will be met through the school liaising with outside agencies as appropriate, according to personalised, specific needs. As guidance for parents, an EHC reflects a severe level of need and is determined by the Local Authority.

An SEN register will be kept and updated at least three times a year, following data analysis and pupil progress meetings.

Using the 'plan, do, review' process teachers will try and provide for the emerging needs of each child using the skills and expertise both within the classroom and across the school. However, on occasions, following the review and assessment process, school may seek additional support and specialist services. If this happens, parents and carers are fully involved in the process by contributing and consenting to the referral.

Parents and carers will be consulted by teachers when it is felt necessary to place a child on the SEND register. At this point, parents will be fully included in the planning process.

If, following a review meeting it was felt that a child had made significant progress and no longer required to be on the SEN register, then in consultation with the parents, an agreement will be made to remove the child from the register.

The level of provision decided is based upon individual needs in consultation with the child, appropriate professionals, teachers and parents.

As a school if we identify that we are unable to fully meet the needs of a child we will:

- Request advice from the appropriate agencies and follow any recommendation that are made to meet individual needs
- Carefully track and monitor support progress and attainment
- Liaise with other settings to develop support for a child.
- Request a statutory assessment in order to put in place an EHCP.
- Work closely as an alliance to maximise expertise and resources
- Involve parents and carers throughout this process, at all stages

The school is responsible to provide adequate resources and this is monitored closely by the Senior Leadership Team (SLT).

For pupils eligible for funding through a EHC this is also tracked and monitored through SLT and reviewed annually through the review.

There are clear guidelines for the EHC process found on the local offer website:

<http://www.wiltshirelocaloffer.org.uk/>

Links and use of outside agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENCo and Class Teacher will make a referral and discuss with parents/carers accordingly. These agencies normally include the Local Education Team including the educational psychologist, Specialist SEN Service (learning support team), Physical and Sensory Impairment Support Service team, speech therapist, behaviour support team, health and LA personnel. Any or all of these agencies may be involved in order to ensure children's attainment is raised.

Links with other schools, agencies including the voluntary sector

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings. Children are invited to visit us for induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage. Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher and SENCo to ensure that they have a smooth transition.

Liaison from Year 6 to Year 7 ensures a smooth transition. SENCos from Secondary Schools visit us and transition meetings are held.

Training

Through the monitoring and evaluating of our provision the SENCo, with the Headteacher, will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan. Staff who attend further courses will feedback through staff meetings. The effectiveness of such professional development will be monitored and evaluated by the SENCo, and information provided during the annual evaluation of the school's overall SEND provision.

Resources

SEND resources are stored in a central place and are available to be used in classrooms. A very experienced SEND Teaching Assistant is employed. Money is also spent on staffing costs for other teaching assistants and time allocated to the SENCo to manage the support for special educational needs.

Roles and Responsibilities

The SEND governor will offer support and challenge to the school SENCO. They meet to discuss strategic changes and developments using the SEND action plan as a guide. The SEND governor will then report back to the Full Governing Body regularly.

All teaching assistants have a line manager within the school (Heather Robertson). Their role is to ensure that under the guidance of the class teacher they are providing rich and varied learning opportunities for the children in their care and are giving appropriate feedback on progress and future needs. Teaching Assistants are invited to attend and contribute to a child's Annual Review process.

Storing and Managing Information

All documentation linked to children on the SEND register is securely stored with access only to the school SENCO, SEND TA and members of SLT. Documents are handed to new settings during transition and copies are held in school for a period of time. Any documentation no longer required is shredded.

Dealing with complaints

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCo (Heather Robertson) and/or Headteacher (Miss McLoughlin). Should the matter still be unresolved the parents/carers should contact the SEND Governor (Mr Jamie Parsons) on the governing body. If the complaint remains unresolved the Chair of Governors, Mrs Mary Ellis, should be involved and finally the complaint should be taken to the Local Authority.

Reviewing the policy

The SEND policy will be reviewed on an annual basis by the senior leadership team alongside the governing body and ratified accordingly.

Date of Review

This policy will be reviewed in December 2022.

Agreed by the governing body

Date

Signed **(Chair of Governors)**