

St. Vincent's Catholic Primary School



SEN and Disability Policy

Rationale

At St. Vincent's Catholic Primary School every child is equal, valued and unique. We aim to provide an environment where all pupils can feel safe and are able to flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. St Vincent's is committed to providing an appropriate and high quality education to everyone within its community. We seek to raise achievement, remove barriers to learning and ensure inclusion for all children: supporting them to become confident individuals living fulfilling lives and making a successful transition into adulthood.

Objectives

- To ensure equality of provision for pupils with special educational needs (SEN) and disability.
- To take into account legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Keeping Children Safe in Education 2016, Supporting pupils at school with medical conditions 2014.
- To provide full access for all pupils to a broad and balanced curriculum.
- To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes.
- To enable pupils with SEN to achieve their potential.
- To ensure parents/carers are fully engaged in decision making.
- To take into account the views, wishes and feelings of pupils.
- To provide advice and support for all staff working with pupils with SEN.
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN.
- To work collaboratively with outside agencies to ensure that children requiring a higher level of need receive appropriate and necessary provision.

Admissions Arrangements

Please refer to the information contained in the school's Admission Policy which can be accessed on the school website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEND.

At the heart of the work of every primary school is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes, and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs. St Vincent's values the abilities and achievements of all our pupils. We are committed to providing the best possible learning environment for all our children.

Roles and Responsibilities

The Special Educational Needs Coordinator (SENCo):

- Overseeing the day to day operation of the policy.
- Coordinating provision for pupils with SEN.
- Liaising with the designated teacher where a looked after pupil has SEN.
- Advising on the graduated approach to providing SEN support.
- Advising on the deployment of the school's resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEN.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working 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.
- Ensuring that the school keeps the records of all pupils with SEN up to date.

Coordination of SEND provision

The Special Educational Needs Coordinator (SENCo) is Miss Husband. She holds the National Award for SEN coordination.

If you wish to contact the SENCo to discuss any concerns regarding your child please telephone the school office on 0191 2655049.

Mr Wilcock is the governor responsible for SEN. The link governor for SEN will liaise with the SEN Coordinator on a termly basis. The SEN Coordinator will provide the link governor with reports as necessary.

The Class Teacher

- Sets high expectations which inspire, motivate and challenge pupils.
- Promote good progress and outcomes for pupils.
- Plan and teach lessons in which teaching responds to the strengths and needs of pupils with SEN.
- Work closely with support staff in the planning and monitoring of interventions.
- Make accurate and productive use of assessment to inform the four-part cycle.
- Manage behaviour effectively to ensure a good and safe learning environment.
- Fulfil wider professional responsibilities in relation to SEN e.g the effective deployment of support staff, professional development, acting on specialist advice.
- Communicate effectively with parents with regard to pupils and achievements and pupils' well-being.

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Half termly pupil progress meetings support the early identification of pupils who may have SEN. Where concerns are identified an initial concerns checklist is completed and discussed with the SENCo.

SEN support – four-part cycle

Assess

The class teacher, working with the SENCo, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

Plan

Parents will be formally notified of the needs of their child through discussions with the class teacher and/or SENCo. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil.

Do

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan, and assess the impact of support and interventions with any teaching assistant or specialist staff involved. The SENCo will support the above.

Review

The effectiveness of the support and interventions and their impact on pupil's progress will be reviewed. The class teacher, working with the SENCo will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists. School liaises with the following services:

Educational Psychology Service

Speech and Language Team

School Health

CYPS

SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service and when appropriate, Social Services and Looked after Children Team.

Newcastle SEND Advice and Support Allocation Panel (SEN ASAP)

Individual Pupil Support (IPS)

Where a pupil's needs exceed the nationally prescribed threshold (currently £6000) additional funding from the local authority may be applied for.

Education, Health and Care Plans

Where despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, school or parents may consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support.

Further details on provision for pupils with SEN can be found in the SEN information document.

SEN Information document

This report can be found on the school website. It outlines the provision St Vincent's Primary makes

- for all pupils with SEN within the four broad areas of need Communication and interact
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

Looked after children (LAC)

The SENco and the designated teacher meet on a termly basis to ensure that arrangements are in place for supporting pupils that are looked after and also have SEN. The designated member of staff for Looked after children is the Head Teacher (See LAC policy).

Access to Facilities and Provision:

Please refer to the school's accessibility plan which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Allocation of Resources:

The head teacher and SENCo are responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget and where applicable, pupil premium to provide high quality appropriate support for pupils with SEN.

Access to the Curriculum:

The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all pupils. In planning and teaching, teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove barriers to learning. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximise learning some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs.

Pupils with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

Identification, Assessment, Planning and Review Arrangements:

St Vincent's Primary School follows the graduated approach of **assess, plan, do and review** as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils.' (Teachers' Standards 2012)

School assessment data, teacher judgements and where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A provision map outlines all SEN support and is updated each term.

Transition Arrangements

Transition is carefully planned by the SENCo and other key members of staff. In order to ensure successful transition from and to St Vincent's Primary. Key information about SEN provision will be shared with the next school/setting through arranged meetings or through the review process.

Partnership with Parents/Carers

St Vincent's has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. They are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare. Parents are informed about Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service. This service provides information, advice and support at any stage for families in the process of getting an Education, Health and Care Plan.

An Early Help Plan (EHP) is used to coordinate support for children and their families who have a range of needs.

Monitoring and Evaluating the Success of Provision

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN:

- Regular observation of teaching by the senior management team.
- Analysis of assessment data, with high expectations for the progress expected between Key Stages for all pupils.
- Assessment records which indicate progress over time.
- Pre and post assessments for those pupils who are withdrawn for targeted interventions.
- Success rates in respect of individual targets.
- Monitoring by the governor with responsibility for SEN.
- The views of parents/carers.
- Meetings between the SENCo and class teachers and the SENCo meets regularly with the Headteacher.
- Provision mapping – used as a basis for monitoring the impact of interventions.

This SEN and Disability policy will be reviewed and amended annually. To be read in conjunction with

- **Accessibility plan**
- **Safeguarding policy**