

Sacred Heart Roman Catholic Primary School  
Special Educational Needs & Disabilities Policy

**Date: December 2017**

**Review date: December 2018**

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Acting SENCO: Gill Poad (SLT).

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### **Aims and Values Statement**

Sacred Heart RC Primary is committed to social inclusion and equal opportunities for all children whatever their needs. We believe that all children have the right of access to all aspects of the curriculum and the school regards it as a duty to ensure all children achieve this. We work closely with parents and children to achieve the maximum potential for every pupil. All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

### **SEND Local Offer and (NYCC) and SEND Information Report**

The school is supported by the Local Authority to ensure that all pupils, whatever their specific needs, make the best possible progress in school. North Yorkshire Local Authority has published its Local Offer for parents/carers of children who have Special Educational Needs or a disability (SEND) and all those who support children with additional needs. This includes information about services across health and social care as well as private, voluntary and community sectors. This can be found at:

<https://www.northyorks.gov.uk/send-local-offer>

## **Special Educational Needs and/or Disability come under four broad areas:**

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and /or physical

## **Aims and Objectives:**

- To provide a flexible structure within which the individual needs of the child can be evaluated and addressed.
- To provide a Special Educational Needs Coordinator (SENCo) to work alongside staff and governors.
- To provide support and advice for all staff working with all pupils in our school.
- To provide work at an appropriate level, allowing each child to achieve success, whilst covering a broad, balanced and relevant curriculum.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To create a system of monitoring and record keeping which will assist in the development of future work and the transferral process.
- To ensure all children are given an equal opportunity to take part in all learning opportunities offered by the school.
- To regularly and rigorously assess children's learning and monitor achievement to ensure all children make excellent progress.
- To follow school procedures to ensure early identification of children who need support that is 'additional to' or 'different from' a differentiated curriculum.
- To follow school procedures that ensure a graduated response, of 'assess, plan, do, and review', to ensure that the correct level of support is provided.
- For a range of SEND provision to be provided based on Quality First teaching and aspirational outcomes, using specifically identified interventions, effective differentiation and SMART Targets.
- Be part of an effective multi-agency network in order to combine services around the needs of the children and their families.
- To ensure the involvement of parents at every stage through effective learning conversations and the sharing of provision maps. Provision Map's to be updated and shared with class teacher, parents and child every October, February and May.
- To identify children in need of extra support or enrichment strategies as early as possible by teachers' assessment of their needs.
- To seek the views of the child and take these into account.

## **Philosophy:**

- Sacred Heart RC Primary School believes that:
- All pupils are equally valued and the school has high aspirations for all.
- All pupils are the shared responsibility of all staff.
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement.
- Early and accurate identification is essential.
- There will be a flexible continuum of provision for pupils with SEND.
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs.
- Staff will be given appropriate training to allow them to meet a wide range of needs.
- Parents will be fully involved as partners in their child's education.
- Pupils will be encouraged to give their views on what learning is like for them.
- Governors will have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy.

## **Principles:**

Children with SEND have a learning difficulty and or physical disability which make it harder for them to learn, compared to most children of the same age. Children with SEND will require different and additional provision from that usually provided within the classroom.

## **SEND Support:**

Where it is determined that a pupil does have SEND, parents/carers will be advised of this and their consent sought to make a referral to an outside agency for advice and support if necessary. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place which removes barriers to learning and accelerates the pupil's progress.

Support is provided through a four part process:

- Assess
- Plan
- Do
- Review

This on-going cycle helps identify which strategies are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Referral for an Education, Health and Care Plan:**

If a child has lifelong or complex difficulties which mean they require a significantly higher level of support, they may undergo a Statutory Assessment Process. This is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessment, planning and provision is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

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

- Parents/carers
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision, actions that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

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

<https://www.northyorks.gov.uk/send-local-offer>

### **Education, Health and Care Plans [EHCP]:**

Following Statutory Assessment, an EHCP will be provided by North Yorkshire County Council, if it is decided that the child's needs are not being met by the level of support that is ordinarily available within the school. The school and the child's parents/carers will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **Recording of Provision:**

The provision which the school makes for a pupil is recorded in the following documents:

- Individual Provision Map
- Inclusion Passport (where other agencies are involved and multi-agency reviews are held)
- Minutes of review meetings (where the SENCo is regularly jointly involved in reviewing progress with the class teacher and parent / carer)

### **Risk Assessments:**

Risk assessments will be undertaken and recorded, where necessary, in order to ensure that pupils' access needs are met and that the safety and well-being of all are given due consideration where necessary.

### **Allocation of Resources for pupils with SEND:**

The school budget, received from NYCC Local Authority, includes funds for supporting children with SEND.

The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Head Teacher and the SENCo discuss all the information they have about the needs of pupils with SEND in the school, including:

- children receiving extra support already
- children requiring extra support
- children who have been identified as not making as much progress as would be expected
- Decide what resources, training and support are needed. All resources, training and support are reviewed termly and changes made as required.

### **Facilities for Pupils with SEND:**

The school complies with accessibility requirements as detailed in its Accessibility Plan. <http://sacredheart.n-yorks.sch.uk/data/documents/Accessibility-Plan-2015-16.pdf>

See SEND Information Report for further details regarding how the curriculum and learning environment is adapted for children with SEND.

### **Specialist Support Services:**

The school maintains effective working relationships with a variety of external support services in order to ensure it provides the best possible support for its pupils with SEND. Consent is always sought from parents/carers before referring to another professional.

### **Responsibilities of the Headteacher:**

- The Headteacher has the overall responsibility for the receipt of information from the LEA regarding the special educational needs of pupils within the school and for the provision and progress of learners with SEND.
- The Headteacher will designate a member of staff to oversee the provision for Special Educational Needs throughout the school (SENCO).

### **Responsibilities of the SEND Coordinator (SENCO):**

- Maintain the SEND register and vulnerable learners list and will ensure children who need support are added when necessary.
- Operate the school's SEND policy on a day-to-day basis.
- Liaise with and advise colleagues.
- Support class teachers to manage and direct teaching assistants.
- Co-ordinate the provision for meeting the special needs of the child (including overseeing Inclusion Passports and Provision Maps).
- Contribute to in-service training.
- Liaise with external agencies, including Educational Psychologists, Enhanced Mainstream Schools and the Inclusive Education Service.
- Access training where appropriate and arrange regular staff training to support the teaching and learning of pupils with SEND.

### **Responsibilities of the Governing Body:**

Named SEND Governor:

- Name a governor to have responsibility for Special Educational Needs.
- Assist the Headteacher and SENCo in securing the necessary provision for any and all pupils who have special educational needs.
- Consult the LEA as the funding authority and the governing bodies of other schools when it appears necessary or desirable to co-ordinate the provision for special educational needs in the area.
- Monitor the provision made for meeting the needs of children with SEND.
- All adults working in the school are aware of the importance of identifying and providing for pupils who have special educational needs.
- The individual needs of pupils are appropriately made known to all who are likely to teach or supervise children with SEND.
- Pupils with SEND join in the activities of the school together with other pupils, so far as that is reasonably practical and compatible with the pupil receiving special educational provision.

- Parents are notified of a decision by the school that SEND provision is being made for their child.
- Ensure that SEND provision is an integral part of the school development plan.

### **Whole School Approach:**

- All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all.
- All staff have appropriate access to up to date information about pupils with additional needs.
- The SENCo and other outside agencies will offer advice on differentiation, next steps and SMART targets to all staff.
- A graduated response ensures that pupils are supported alongside their peers whenever possible.
- All pupils are encouraged to join in extra-curricular activities.
- All students have individualised targets, created by the class teacher, child and parents and reordered on their Provision Map. This is updated 3 times a year.
- Learning Review meetings with staff, parents and pupils ensure that there is a graduated response to meet individual need and enable the child to become an independent learner.
- The training budget for staff is transparent and negotiated with the Senior Leaders in line with identified needs from performance management and the whole school development plan.
- SEND continuing professional development (CPD) is constantly reviewed with Senior Leaders.
- Provision for pupils with SEND is reflected throughout school self-evaluation.
- The complaints procedure is transparent and easily available to parents.
- Good access arrangements are made so that all pupils can demonstrate their full potential in National Curriculum tests and teacher assessments.
- Sacred Heart School uses the Local Authority's 'local offer' to inform the school of provision they must offer. This is published on the school website as part of the governor's SEND information report'.
- Pupil progress meetings will inform possible need for intervention for a child. This will be discussed with parents at 'Learning Review' meetings.

### **Individualised Approach:**

The class teacher identifies any pupil who is having learning difficulties for whatever reason. After discussion with the SENCO, the class teacher discusses any apparent

continued or significant lack of progress with the child's parents. Any of the following individualised approaches may be implemented to support the learning of the child.

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated.
- Additional help will be sought appropriately from other professionals, such as EPs, EMS, SALT etc.
- Dependent upon need, some pupils will have individualised provision maps (IPM's), risk assessments or Education, Health and Care Plans (EHCP), some pupils may be allocated a key worker.
- Learning Review meetings will be held with families, considering acceptable meeting times.
- The parents and pupil will be respectfully listened to and their views will inform personalised learning strategies.
- Parent and child views will be kept in each individual child's SEND file.
- TAs will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known. These will be shared by children during Learning Conversations, informing any following provision that is made.
- Transition arrangements will be personalised to support any additional need.
- The SENCo is a qualified teacher and has the skills required to meet statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community.
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired.

The school will follow the latest statutory guidance, currently the SEND Code of Practice, 2015, Equality Act, 2010 and Children and Families Act, 2014.

### **Monitoring And Evaluating Performance Includes:**

Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place.

This includes:

- Monitoring and evaluating of interventions, including their value for money.
- Rigorous analysis of data examining the progress of different vulnerable groups.

- Learning walks and pupil interviews to evaluate the effectiveness of the graduated response and strategies listed on provision maps.
- Annual financial returns
- Completion of statutory documents by the SENCo related to referral for statement/education health care plans, termly meetings and annual reviews.
- Work scrutiny with selected pupil groups.
- Focused monitoring by the SENCo, LA adviser, SEND governor.
- Detailed discussions with families and pupils.
- Attendance and exclusions analysis, in conjunction with Head teacher and senior leaders.
- Feedback and support from outside agencies and Ofsted.
- Local authority analysis of information and data about the school.

### **The Governing Body Evaluate The Work Of The School By:**

- Appointing a SEND governor who is a champion for pupils with SEND.
- Monitoring anonymised data with respect to vulnerable groups.
- Challenging the leadership through informed questioning.
- Undertaking learning walks in school with a focus on SEND.
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND.
- Holding the school to account for its use of SEND funding.

### **Concerns and Complaints**

If a parent/carer has any concerns or complaints regarding their child, they should make an appointment to speak to the class teacher, SENCo or Headteacher as soon as possible.

Full details of our complaints procedure can be found on the school's website.

### **Review:**

This document will be reviewed annually to assess the effectiveness of our policy on SEND throughout the school. It is to be expected that modifications will be made through experience and statutory requirements.

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