

St Peter's Catholic Primary School



Special Education Needs (SEN) & Disability Policy

St Peter's Catholic Primary School
Special Educational Needs & Disability Policy

Aims and Vision

Our vision is to encourage the development of the whole child ensuring each child reaches their full potential.

Our aim

Our aim is to nurture within our children a sense of aspiration, self-determination and a desire to achieve their academic and personal potential.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014). It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice September 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document September 2013
- Teachers' Standards 2012
- Children and Families Act 2014

At St. Peter's Catholic Primary School, the Special Educational Needs Team (SENDCo) is Mrs Louise Gorry.

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This policy can be accessed through the school website (www.stpeters-noctorum.wirral.sch.uk) or as a paper copy, if requested, from the school office.

All staff have a responsibility for maximising opportunities and achievements for all learners –specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive, sensitive and ambitious attitude is shown towards all pupils at all times. This policy outlines principles and practice.

Aims and Objectives of this Policy

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

The aims of SEND policy and practice in this school are:

- To reach high levels of achievement for all
- To be an inclusive school
- To meet individual needs through a wide range of provision

- To attain high levels of satisfaction and participation from pupils, parents and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). All pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils (age appropriately) by encouraging them to:

- state their views about their education and learning
- identify their own needs
- share in individual target setting (aspirations)
- self-review their progress and set new targets

In addition pupils who are identified as having SEND are invited to participate at an age appropriate level in:

- Support Plan reviews and setting of Support Plan targets
- Regular meetings with named adults
- Annual reviews
- One Page Profile reviews

Context

All children have a right to learn. For some children this will be more difficult than for others. At St Peter's Catholic Primary School, we believe that all children have rights to a full, enriching and enjoyable curriculum, irrespective of race, belief, gender, background or ability. We aim to meet each child's requirements, making necessary adaptations and taking into account their needs and wishes. We will consult with children, parents and outside agencies to help support our good practice. Strengths will be acknowledged as well as difficulties, so that adaptations may be made relevant to the individual child. We focus on individual progress as the main indicator of success.

Every child is valued. Every child is an individual with a personality, needs and interests. We believe in the right of children to feel safe and to enjoy their school experience – thus developing the whole child, academically, socially, physically, morally, emotionally and spiritually.

High quality first teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

SEN Code of Practice (2014: Para 1.24)

Through our SEND policy we aim to

- Provide the highest possible standard of education for all pupils
- Raise aspirations of pupils with SEND, and those working with them, to be ambitious for their success and well-being
- Ensure all pupils have every opportunity to achieve their full potential

We will achieve this by:

- Ensuring pupil progress is tracked systematically and action is taken to address need at an early stage.
- Identifying those with special educational needs
- Ensuring all class teachers are well trained and equipped to support different additional needs
- Keeping up to date with research and best practice
- Working in a co-operative, productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- Listening to pupils and parents, working in partnership with them, respecting their views and concerns
- Building capacity within the school to recognise and support a wide range of need on a day to day basis
- Promoting children's self-esteem and emotional well-being and helping them to form and maintain worthwhile relationships based on respect for themselves and others
- Offering quality provision which meets needs, is value for money and leads to good outcomes

Definition of Special Educational Needs

Taken from Section 20 of The Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of children of the same age: or
- Have disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition above or would do so if special educational provision was not made for them.

Identifying Special Educational Need

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. At St Peter's we identify the needs of pupils by considering the needs of the whole child including individual circumstances that may be impacting on progress or attainment. We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term. At St Peter's Catholic Primary, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential.

Any of the following can trigger a concern:

- Parent/carer
- Child
- Class teacher
- Widening gap or failure to close a gap between self and majority of peers
- Feedback from service providers
- Records transferred from another school
- Base line and on-going assessments
- EYFS/KS1 results
- In-house testing and assessment
- Pupil tracking

There are four broad areas of Special Educational Needs and Disabilities. These areas are to help the school identify and provide for needs rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs.

1. Communication and Interaction

This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as hearing impairment, and those who demonstrate features within the autistic spectrum.

2. Cognition and Learning

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

3. Social, Mental and Emotional Health

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

4. Sensory and/or Physical Needs

This includes children with sensory, multi-sensory and physical difficulties.

Children must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught. All schools have a duty to make reasonable adjustments in accordance with current Disability Legislation. Children with poor behaviour, looked after children, poor attendees or those with medical needs, for example, will not necessarily be considered as having special educational needs. There may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEN issues.

Supporting Children with SEND – A Graduated Approach to Support

Quality First Teaching is an entitlement for every child.

Children who are falling behind their peers and therefore causing concern, will be monitored by teachers and supported with school resources. Assessment for learning, attention to learning styles and over-teaching will resolve many issues for learners. High quality teaching differentiated for individuals is the first step in responding to pupils who may have SEND. The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. This is done through the analysis of assessments and data tracking between class teachers and the head teacher. Where progress for any child is inadequate, the class teacher will make provision that is additional to and different from that provided as part of the usual differentiated curriculum offer, to enable the pupil to learn more effectively. Specific and relevant interventions may be put in place and the impact of these are monitored over time.

Where there continue to be concerns regarding the progress and how far the learning needs of children are being met, the class teacher will consult with the SENDCo regarding individuals.

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of
- weakness
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some
- curriculum areas
- presents persistent emotional or behavioural difficulties which are not modified by the positive behaviour management techniques usually employed in the school

- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

School Support– is the stage identified for SEND children where support is devised and delivered by school staff using formative assessments and early assessment materials. At school support the class teacher has the responsibility to assess the child and develop a programme of work based on differentiating the work for the class to address the different learning abilities of the children. The teacher will draw up a personalised learning plan for those at school support. A record will be kept of support and outcomes. Progress will be reviewed at parents' evening, and at pupil progress meetings with the Headteacher and SENDCo.

Additional support– is the stage identified for SEN children who will need an additional support plan to be written in consultation with the parents and the class teacher. The SENDCo also meets with class teachers termly to monitor the impact of interventions. Advice will usually be sought from external services and outside agencies to assess the nature of the need and help the school to plan more specific support. It will be important to record all external advice and support received – this will be kept in the child's file.

EHCP - In some cases, children will have a wide range of complex issues, including health and welfare, which are impacting on their education. Where the need is such that significant support is needed from a range of sources, an application will be made to the Local Authority for an Education, Health and Care plan, which will be drawn up in consultation with parents, child and services. This will be reviewed annually and will last for the duration of a key stage. At the end of each key stage, need will be reviewed and considerations of age and the next stage of development taken into account when planning provision.

Supporting Children and Families

We listen to and act upon the concerns of parents. All staff are alert to the pressures that parents and families may be under because of a child's needs. We actively encourage parents to support their child through positive attitudes, giving user friendly information and effective communication. We work in partnership with parents, recognising their knowledge and expertise in relation to their child. We will make parents aware of the Parent Partnership Services

(<http://www.wired.me.uk/Parent-Partnership.asp>) available as part of the LA Local Offer and keep our school website up to date with relevant information.

The views of the child with SEN will be considered at all stages of support (at an age appropriate level) so that they understand why they are working in a particular way and what the expected outcomes are.

Our SEN information Report (School Offer) can be found on our school website

<http://www.stpeters-noctorum.wirral.sch.uk> along with access to the local offer for SEN in order for parents to see what is available to their child.

Further information can be found on the Wirral website (<http://localofferwirral.org/>) about the Wirral Local Offer, which outlines service provision in the county and support available to parents and children with SEND.

The staff at St Peter's Catholic Primary work closely with outside agencies to support the families and pupils when required. These agencies include;

- Educational Psychologists
- School Nurse and Paediatricians
- Speech and Language Therapy
- ASC (Autistic Social and Communication) team
- Vision and hearing support
- Gilbrook Outreach Team
- Occupational Therapy
- CAHMS
- Wirral Inclusion Team

Other support contacts include;

- Wirral Autistic society
- Information about services offered by the Society.
- The Zero Centre
- Domestic Violence support centre for women and children
- The NSPCC
- Home Start Wirral
- MEAS

National Tests

Children entering SATs tests will be considered for access arrangements or withdrawal from the tests if their special needs are such that they could not attempt the tests without additional provision. The SENDCo and class teacher will make the necessary arrangements in line with statutory guidance.

Transition

At St Peter's Catholic Primary School, we hold transition sessions during the Summer Term where children get to meet their teacher for the following year, learn a little about what they will do in their new year group and have any questions answered. A special transition programme, where necessary, is put into place for SEND children to ensure a smooth and successful move is made into the next class – this can happen in the form of additional visits to new classrooms, story books and consultation with parents. Each year time is given for teachers to pass information about SEN children to the next teacher.

Children transferring to High School have a planned transition programme. SENDCo's liaison and records are passed on.

Managing Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips 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 children may also have special educational needs and may have a statement or Education, Health and Care Plan which brings together their special educational, health and social care provision.

At St Peter's Catholic Primary School, we support children, where possible, with medical conditions. Staff will be trained as need arises.

Refer to policies for Health & Safety, Inclusion & Accessibility, First Aid & Administration of Medicines, in School

Admission Arrangements

St Peter's Catholic Primary School is a Catholic Primary School under the trusteeship of the Diocese of Shrewsbury. It is maintained by Wirral Education Authority. As a Voluntary Aided School, the Governing Body is the Admissions Authority and is responsible for making decisions on applications for admissions. Schools cannot refuse admission to pupils with special educational needs unless that need would seriously compromise the learning of other pupils and there are no reasonable steps that can be taken to prevent any incompatibility.

Facilities for Pupils with SEND

St Peter's Catholic Primary School complies with relevant accessibility requirements. The building can be accessed by wheelchair users and includes a toilet for disabled, changing and shower facilities.

Responsibilities

The SENDCo has responsibility for;

- The day to day operation of the school's Special Educational Needs and Disability Policy
- Advising class teachers
- Liaising with external agencies including, educational, medical, social and voluntary services
- Monitoring effectiveness of support programmes and services
- Ensuring parents are fully involved in positive outcomes for their children's learning
- Implementing a programme of annual review
- Overseeing records of all children with SEND
- Liaising with relevant schools to ensure smooth transition between phases and places of education
- Liaising with SEND governor and keeping abreast of national/local developments through network meetings and relevant training

Teachers are responsible and accountable for the progress and development of pupils in their class at all stages of SEND support. At all stages, teachers work to develop independent, confident learners. They are responsible for managing support staff and resources in their class and liaising with parents.

The Governing Body endeavours to ensure the best possible provision for Special Educational Needs at St Peter's Catholic Primary School. All governors understand their duty of care.

The SEND Governor has responsibility to:

- assist and advise the governing body on fulfilling its Special Educational Needs and Disability responsibilities

- ensure children with Special Educational Needs and Disabilities are included in activities with other children, so far as this is reasonably practical and compatible with good education for all
- ensure budget allocation takes account of staffing, training, resourcing requirements for individual children
- be aware of the implementation and effectiveness of the school's policy

Training and Resources

Training needs are identified by staff themselves or by the SENDCo to meet the needs of children in school or those known to be coming into school.

The SENDCo regularly attends LA briefings and Local Cluster meetings to keep up to date with local and national developments and to share best practice.

Monitoring and Evaluation

Pupils' progress is monitored using standardised tests as well as teacher assessment and progress trackers. Quality of teaching is monitored through lesson observations, learning walks, book scrutiny and pupil interviews.

Interventions are evaluated for their effectiveness and value for money.

Complaints

Should a parent or carer have a concern about special provision made for their child, they should, in the first instance, discuss this with the class teacher. If the concern continues this should be referred to the head teacher, who will try to resolve the matter and can advise on formal procedures for complaint. At all stages, parents are able to seek advice from Parent Partnership Service.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Equality Statement

At St Peter's Catholic Primary School, we seek actively to encourage equity and equality through our work. No gender, race, creed or ethnicity will be discriminated against.

Reviewing the Policy

Given the climate of reform as we move into the new requirements for SEND for school effective of September 2014, school intend to review their SEN policy annually.

Date of Policy – July 2026

Review of Policy – July 2027