

St Cuthbert's Catholic Primary School

Special Educational Needs and Disability (SEND) Policy

God made us all unique
To learn, live and grow
To show care, concern and friendship
To be the best we can
Showing Christ's love in all we do.

Special Educational Needs and Disability (SEND) Policy

Name of SENCO: Mrs Lindsey Roberts

SENCO Support: Mrs Kathryn Reid

Contact details: St. Cuthbert's Catholic Primary School, Balmain Road, North Kenton, Newcastle-upon-Tyne, NE3 3QR **Telephone:** 0191 286 0129

Length of time in post: The SENCO has been in post for 6 years and achieved the National Award for Special Educational Needs Coordination (NASC) in February 2017. Mrs Roberts (SENCO) is the nominated person on the Senior Leadership Team, who advocates Inclusion and SEND.

This policy has been discussed and shared with staff and Governors of the school after consultation with the Senior Leadership Team. They acknowledge shared responsibility for making appropriate provision for children with special educational needs and disabilities. The policy is available to parents and families through our school website.

The SEND policy should be read in consultation with the Accessibility Plan, Annual SEN Report and the Parents/Carers' SEN Information Guide. Together they include details of:

- *The school's admission arrangements for pupils with SEN or disabilities*
- *The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils*
- *The facilities provided to assist access to the school by pupils with SEN and disabilities.*

(Children and Families Act 2014, Part 3)

Rationale

St Cuthbert's is a very happy and welcoming place, where the needs of all of our children are central to our educational philosophy. We aim to provide an environment where all pupils feel safe and can flourish by responding to individuals in ways which take into account their varied life experiences and particular needs.

As a Catholic school, we aim to develop the social, cultural, intellectual, aesthetic, physical, moral and spiritual attributes of each and every child in our care. St. Cuthbert's is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood. The pursuit of excellence is at the heart of our Catholic school and forms an integral part of the education we offer which enables all pupils to develop their talents to their full potential as a unique person made in God's image.

Aims and objectives

The aims of this policy are:

- *To create an environment that meets the special educational needs of each child;*
- *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 2021, Supporting pupils at school with medical conditions 2017, Working together to safeguard children 2018*
- *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 that parents are able to play their part in supporting their child's education and 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 provide effective liaison with outside services, parents and local secondary schools to ensure continuity of SEND provision*

Admission Arrangements

St. Cuthbert's has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disabilities, as well as identifying and providing for those not previously identified as having special educational needs and disabilities.

Please refer to the information contained in school's ***Admissions 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.*

Roles and Responsibilities

The Special Educational Needs and Disabilities Coordinator (SENCO) is responsible for:

- *overseeing the day-to-day operation of the policy*
- *coordinating provision for pupils with SEN*
- *liaising with the Designated Teacher where a child in care has SEN*
- *advising on the graduated approach to providing SEN support*
- *advising on the deployment of the school's delegated budget and other 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*

The SENCO has achieved the National Award for SEN Coordination.

The class/subject teacher is responsible for:

- *Setting high expectations which inspire, motivate and challenge pupils*
- *Promoting good progress and outcomes for pupils*
- *Planning and teaching lessons in which teaching responds to the strengths and needs of pupils with SEN*
- *Working closely with support staff in the planning and monitoring of interventions*
- *Making accurate and productive use of assessment to inform the four part cycle*
- *Managing behaviour effectively to ensure a good and safe learning environment*
- *Fulfilling wider professional responsibilities in relation to SEN e.g. the effective deployment of support staff, professional development, acting on specialist advice*
- *Communicating effectively with parents with regard to pupils achievements and pupils well-being*

The SEND Team

- *The SEND teaching assistants are Mrs Slater, Mrs McBride, Miss Hagan and Mrs Fisher. They support individuals and groups of pupils at SEND support level of provision, both in class and through withdrawal for targeted interventions/ programmes.*
- *The governor responsible for SEND is Mrs E. Luke*
- *The designated teacher for child protection is Mrs A. Bullerwell (Head teacher)*
- *The designated member of staff responsible for managing pupil premium is Mrs A. Bullerwell (Head teacher)*

Children in Care (CiC)

The designated member of staff for looked after children is Mrs L. Roberts

The SENCO and class teachers meet on a half termly basis to ensure that arrangements are in place for supporting pupils that are in care and also have SEN. SEN reviews and PEP meetings are coordinated and where possible meetings are held on the same day.

Access to Facilities and Provision

Please refer to 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*

St Cuthbert's Primary School is a highly inclusive school. The large building was formally two separate schools. The EYFS and KS1 are housed in two single storey sections, which are fully accessible to the whole school community. There are two accessible toilets (male and female) on the ground floor. In KS2, Years 3 and 4 are usually housed on the ground floor and Years 5 and 6 are usually housed on the upper storey. There are two accessible toilets (male and female) on the ground floor in Key Stage 2.

The school entrances have ramp access with wide doors for ease of entry.

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. Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

Access to the Curriculum

All pupils should have access to a broad and balanced curriculum. All pupils receive inclusive quality first teaching that is differentiated to meet individual need. Identifying, assessing, planning and review is part of Quality First Teaching. Our Parents/Carer' SEN Information Guide and Annual SEN Report provides a clear description of the details of what is available for all children with SEN through Quality First Teaching and what is additional and different provision.

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. (Detail how you do this)

*Please refer to the information contained in school's **Learning and Teaching Policy** which can be accessed on the school website.*

Identification, Assessment, Planning and Review Arrangements

St. Cuthbert'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 judgments 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.

There are 4 broad areas of need:

- *Communication and interaction*
- *Cognition and learning*
- *Social, emotional and mental health difficulties*
- *Sensory and/or physical needs*

The following are **not** SEN but may impact on progress and attainment:

- *Disability*
- *Attendance and punctuality*
- *Health and welfare*
- *English as an additional language (EAL)*
- *Receipt of pupil premium*
- *Being a looked – after child*
- *Being a child of service personnel*

SEN support – four part cycle

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. 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.

Assess

The class or subject 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 about the kind of intervention the school will be putting in place to support their child. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. This will be recorded on the school information system.

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 assistants or specialist staff involved. The SENCO will support the above.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year. The class teacher or subject 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 seek specialist expertise. This will inform future provision.

School liaises with the following services - Educational Psychology Service, School Health, School Effectiveness SEN team, SEND Outreach Service (SENDOS) and, when appropriate, Social Services and Virtual School.

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 then school or parents will 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, and the Annual SEN Report, can be found on the school website. These outline the provision normally available for pupils with SEN as well as provision within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical. The Annual SEN Report includes an evaluation of the impact of the above provision on outcomes for pupils with SEN.

Transition Arrangements

Transition is carefully planned. In order to ensure successful transition to secondary, the pupils and parents/carers will be fully involved in the planning for the transfer to the new

setting. Key information about SEND provision will be shared with the next school /setting through the review process.

Partnership with Parents/Carers

St. Cuthbert's has a positive attitude to the involvement of parents/carers and values their very important role in their child's education. We encourage an active partnership through an ongoing dialogue with parents. Parents/carers are always informed when their child is placed on the SEND list and the graduated response, outlined in the Code of Practice, is explained to them. 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 of a child or young person's education, and provides an Independent Supporter for families in the process of getting an Education Health and Care Plan.

Parents/carers 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. Parent questionnaires are used annually to inform the SENCO of any issues and help to further improve provision.

The SENCO, is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. The Early Help (formally known as Common Assessment Framework or CAF) is used to coordinate support for children and their families who have a range of needs.

Pupil Participation

The views of all pupils are valued at St. Cuthbert's. Pupils with SEND are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and a pupil review sheet is used to gather their views on their progress. The pupil review sheet is completed with the Class Teacher or Teaching Assistant on a termly basis, if deemed appropriate for the individual child. Pupils in key stage 2 and above are invited to attend their termly review meeting when appropriate.

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 SEND:

- *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 that illustrate progress over time – e.g. reading ages*
- *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 SEND*
- *The views of parents/carers and pupils are gathered; questionnaire for parents of pupils with SEND, pupil views of additional and different provision they receive*
- *Regular meetings between SENCO, SENTAs and Head teacher*
- *Provision Mapping – used as a basis for monitoring the impact of interventions.*
- *LA audit to externally validate provision and outcomes for pupils with SEND*

Staff Development

The Senior Leadership Team reviews the training needs of staff through Performance Management and pupil progress to plan appropriate CPD in relation to SEND. The SENCO ensures staff are informed of local and national developments in relation to SEND and Inclusion. Where appropriate, specialists are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENCO.

*See **Annual SEN Information Report** for further details.*

Medical Conditions

St. Cuthbert's will follow the recommendations of the Children and Families Act 2017 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan. Necessary training will be provided by school, to ensure the needs of the healthcare plan are being met.

The Complaints Procedure

Initially an attempt will be made to resolve a complaint about SEND provision at school level, within one week of the complaint having first been made. The procedure is firstly that

the class teacher attempts to resolve matters, then if required the SENCO and /or head teacher becomes involved.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education Reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

Any questions or concerns regarding this policy should be made to Lindsey Roberts or Anne Bullerwell.

This SEND policy will be reviewed and amended annually.

Review date: September 2023