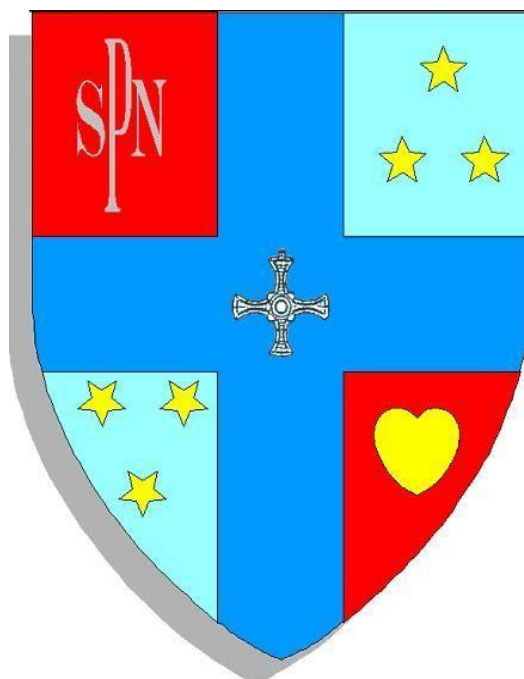


St Philip Neri Catholic Primary School

SEND Policy



*'Living and learning together
with a joyous heart'*

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Vision, Values and Ethos

At St Philip Neri we aim to promote a learning community based upon the Gospel values of love, trust and respect, where the achievements of everyone are recognised and celebrated.

Living and Learning Together with a Joyous Heart.

Amen

RATIONALE

St. Philip Neri Catholic Primary School is an inclusive school, catering for a wide range of pupils with Special Educational Needs and Disability (SEND). We recognise that every child is equal and unique. We aim to provide an environment where all pupils feel safe and can flourish. We respond to individuals in ways which consider their varied life experiences and particular needs. We are 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 secondary schools and then into adulthood.

We are committed to ensuring that all children make progress irrespective of their level of need and the barriers to learning that they might encounter. We have high expectations for all our pupils and want them to achieve the best that they can. We believe that all teachers are teachers of children with SEND and it is therefore a whole school responsibility to ensure that children's needs are addressed.

Supportive working relationships with parents and involvement of pupils in all aspects of their learning help us to deliver the best opportunities for the future.

DEFINITION

Definition of Special Educational Needs and Disability (SEND):

For the purposes of this policy, we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice: 0-25 implemented in September 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (Code of Practice DFE 2014)

A child of compulsory school age has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) 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.

A child under compulsory school age has a special educational need if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (clause 20 children and families bill).

Special educational provision which meets the needs of children and young people with SEND includes: High quality teaching that is differentiated and personalised to 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 provision under Section 21 of the Children and Families Act 2014.

The Special Educational Needs Code of Practice

St Philip Neri Catholic Primary School will have due regard for the Special Educational Needs and Disability Code of Practice: 0-25 when carrying out duties towards all pupils with SEN and ensure that parents are notified when SEN provision is being made for their child.

AIMS

To encourage excellent practice, we are committed to the following principles:

- To work within the guidance provided in the SEND Code of Practice 2014;
- To ensure that all pupils' needs are identified, assessed and met;
- To ensure all staff are aware of disability equality and support positive outcomes for pupils;
- To provide flexible and sensitive support for pupil learning and cater for pupils' short-term and long-term needs;
- To ensure that teaching staff are aware of a pupil's need and to provide relevant information to inform their planning of classroom experiences;
- To give guidance on appropriate resources to meet the needs of the school and individual pupils;
- To enlist the support of qualified others who will help the school to ensure a high-quality team approach to meeting pupil need;
- To establish a working partnership with parents to support pupil learning and development;
- To provide a framework for the monitoring, and evaluation of policy, practice and provision;
- To support appropriate in-service training for all staff;
- To keep the governing body informed of all aspects of learning support in school.

AREAS OF NEED

The SEND Code of Practice identifies four distinct areas of special educational needs. Children may have needs that fall within one area or have needs that fall across two or more. The nature and severity of the needs will impact to varying degrees upon the child's ability to function, learn and succeed.

The identified areas of need are:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical.

Children whose difficulties are solely due to the home language differing from the language in which they are taught are not identified as having SEND.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate

learning difficulties (MLD) or severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum. Such requirements may also apply to some extent to children with physical and sensory impairments, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD) encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional, and Mental Health (SEMH)

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Children experiencing difficulties in any one or a combination of these areas may be registered on either the school's Medical Register or SEND List or both.

Medical Conditions

St Philip Neri Catholic Primary School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan.

Please see our Medical Needs Policy for more details.

ROLES AND RESPONSIBILITIES

The Headteacher

The headteacher will have the following responsibilities. They will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school.
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Take overall responsibility for implementing the code of practice.
- Ensure that the SENDCO is able to influence strategic decisions about SEN.
- Ensure the wider school community understands the implications of SEN provision for whole school improvement (from governors to classroom teachers and teaching assistants).
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child.

The Special Educational Needs Co-ordinator (SENDCO)

The role of the SENDCO includes:

- overseeing day-to-day operation of school's SEND policy;
- coordinating provision for children with SEND;
- Liaising with designated teacher where a Looked after Child has SEND;
- advising on graduated approach to SEND Support;
- advising on use of delegated budget/ other resources;
- liaising with parents of children with SEND;
- maintaining links with other education settings and outside agencies;
- liaising with potential next providers of education;
- working with headteacher and governors on Equality Act; and
- ensuring that SEND records are up to date.

The SEND link governor

The SEND governor will have the following responsibilities. They will:

- Help to raise awareness of SEND issues at governor meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the local governing committee on this.
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

Class Teachers

Class teachers have the following responsibility to:

- Set high expectations which 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 SEND.
- Fulfil wider professional responsibilities in relation to SEND e.g. the effective deployment of support staff, professional development, acting on specialist advice.
- Communicate effectively with parents regarding pupils' achievements and pupil's well-being.
- Focus on outcomes for the child: be clear about the outcome wanted from any SEND support.
- Involve parents and pupils in planning and reviewing progress: seek their views and provide regular updates on progress.

Support Staff

Class teachers work with Teaching Assistants (TAs) to plan effective provision for pupils with SEND.

- TAs are part of the whole school approach to SEND working in partnership with the class teacher and the SENDCO to ensure planned activities are linked to targets set out in Support Plans.
- The support they give should be focused on the achievement of specific outcomes within the graduated approach to SEND support.
- TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

IDENTIFICATION

We recognise the importance of identifying pupils as early as possible who might have a SEN. 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 discussion is arranged with the SENDCO. To assist with the early identification of pupils with special educational needs, the teacher and SENCo will consider all of the information gathered from within the school and will include early discussions with parents.

The prompts for SEND support are that, despite receiving quality first teaching the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematics skills;
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If SEN provision be required, it will be based on the desired outcomes along with the expected progress and attainment. The views of the pupil and their parents will be included.

The school makes full use of information that is passed on when children transfer between phases or moves in from another school and is responsive to any information or expressions of concern passed on by parents/carers.

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 discussion meeting is arranged with the SENDCO.

Assess

The class teacher, working with the SENDCO, 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, through meetings with the class teacher and SENDCO of any planned interventions or support. Adjustments, interventions, support and a review date will be agreed with staff, parents and the 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 and SENDCo will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved.

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 (this may be as part of parent's evening appointments). The class teacher, working with the SENDCo, 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, SENIT and, when appropriate, Social Services and Looked After Children Team.

ASSESSMENT

The class teacher and SENDCo will carry out a clear analysis of the pupil's needs. This will be based on a range of information and assessments that are relevant so that the intervention can be accurately matched to need so that barriers to learning are overcome. These include:

- Reviewing of support plan targets;
- Discussion at review meetings;
- Ongoing teacher assessment;
- Termly/half term class assessments;
- School tracking systems

Wave 2

When concerns are identified the class teacher and/or SENDCo will meet with parents/carers and discuss the concerns. If parents/carers agree, a short note is written outlining concerns and identifying ways to support the child.

Wave 2 short notes will be reviewed in an agreed timescale with parents/carers. If progress has been made the process will come to an end. If the support and intervention has had little or no impact the child will be placed on the SEND register (**Wave 3**) and a support plan will be written.

Wave 3

If a child is placed on the SEND register (Wave 3) the SENDCO may refer the child to outside agencies such as Educational Psychology or Specialist Support Teams for additional support. Parents will be fully consulted at each stage.

Education, Health and Care Plans: Wave 4

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.

The school also recognises that parents have a right to request an Educational Health Care Plan.

PROVISION

On entry to St Philip Neri Catholic Primary School each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities and attainment and will be used to ensure continuity of learning as a child moves through Key Stages.

The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEN, the SENDCO and class teacher will use the records to:

- provide starting points for an appropriate curriculum
- identify the need for targeted support within class
- assess learning difficulties
- ensure on-going observations/assessments provide regular feedback on achievements/attainment and inform future planning
- involve parents in a joint home-school learning approach
- involve pupils, where they are able, in planning/agreeing their own targets

The main types of provision made by the school are:

- full-time education in class with additional support through a differentiated curriculum
- short periods of withdrawal to work with a Teaching Assistant for specific purposes
- in-class support with adult assistance
- support from specialists within class or as part of a planned withdrawal programme

INDIVIDUAL RECORDS

Records are kept on all children with SEN, detailing steps taken to support them. In addition to those records that are in place for all children, the pupil's profile will include:

- information from previous school/phases
- information from parents
- information on progress/behaviour
- pupil's own perceptions of difficulties
- information external agencies

SEN(D) Register

This is kept by the SENDCO. It indicates which children have SEN and what stage they are at. It also includes children who have a disability and the agencies that are involved with them. The SENDCO maintains the register as a working document.

Individual Support Plans

We will provide a plan of support and intervention. This plan will outline the strategies and/or interventions required to remove barriers to learning. Support plans will be reviewed three times a year unless it is deemed necessary to review earlier.

REQUESTING AN EDUCATION, HEALTH CARE PLAN

The effectiveness of SEN Support will be monitored and reviewed in terms of its success in achieving the agreed outcomes. Despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil and expected progress has not been made, the school and parents may consider requesting an Education, Health and Care Plan (EHCP). Following a request for an Education, Health and Care needs plan, the Local Authority will consider whether an EHC needs assessment is necessary. To inform their decision the LA will need to consider a wide range of evidence and will pay particular evidence to:

- The pupil's academic attainment

- Records of regular reviews and their outcomes;
- Information about the nature of the pupil's SEN
- The pupil's health including the child's medical history where relevant;
- Views of the parents and of the child;
- Involvement of other professionals
- Costed provision maps
- Evidence that where progress has been made it has only been due to additional support and intervention
- Relevant evidence from other educational professionals, health professionals or clinicians

The Local Authority will notify the parents of their decision within a maximum of six weeks and will be responsible for ensuring there is effective co-ordination of all assessments and planning.

ANNUAL REVIEW PROCEDURES

It is a statutory requirement for children with an EHCP to have an Annual Review. At St Philip Neri Catholic Primary School, we hold annual reviews for children with an EHCP. Parents/Carers and other agencies, where appropriate, are invited to these. Typically, support plans are discussed and reviewed at termly parents' evenings. During these reviews, feedback is given about a child's progress and new targets are agreed where necessary.

PARTNERSHIP WITH PARENTS/CARERS

St Philip Neri Catholic Primary School firmly believes in developing a strong partnership with parents/carers and that this will help children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of a child's needs and how best to support them and that this gives them a key role in the home/school partnership. The school will make available to all parents of pupils with SEN, details of the Parent Partnership Service (SENDIASS) available through the LA.

PUPIL INVOLVEMENT

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes where appropriate.

IN SERVICE TRAINING

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

LINKS WITH EXTERNAL AGENCIES/ORGANISATIONS

Provision for pupils with special educational needs will be supported by Officers from the LA and other services, namely: -

- Education Psychology Service

- Speech and Language Service
- Gateshead SEN Team
- High Incidence Needs Team (HINT)
- Low Incidence Needs Team (LINT)
- Early Years High Incidence Needs Team
- Gateshead Special Educational Needs and Disabilities Information, Advice and Support (SENDIASS)
- Occupational Therapy Service
- Children and Young People's Service (CYPS)
- Children and Adolescent Mental Health Service (CAMHS)

COMPLAINTS PROCEDURES

Initially an attempt will be made to resolve a complaint about SEND provision at school level within five working days of the complaint having first been made. The procedure is firstly that the class teacher informs the Head Teacher and other relevant staff through the CPOMS system and acts upon any advice /instructions. School will be proactive in discussing any concerns in school with parents, to find solutions that will work in school and at home. Where appropriate, meetings between parents, staff and SENCo will be held to encourage working together.

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 Local Governing Committee will consider the complaint, after which, if necessary, the Academy Trust and/or Local Authority 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.

MONITORING, EVALUATION AND REVIEW OF SEN PROCEDURES AND GUIDELINES

This document is subject to annual review as part of the cycle of whole school self-evaluation.

LINKS WITH OTHER POLICES AND DOCUMENTS

This policy links to the following documents:

- SEN information report
- The Local Offer
- Accessibility Plan
- Behaviour Policy
- Equality Information and Objectives
- Supporting pupils with medical conditions policy
- Attendance Policy
- Safeguarding / Child Protection Policy
- Complaints Policy

Date of Review: September 2025

Date of next review: September 2026