



OUR LADY OF PERPETUAL SUCCOUR PRIMARY ACADEMY

# **Special Educational Needs and Disabilities Policy**

Date: September 2020

Written by: Anne-Marie Bell

To be reviewed: September 2021

# Our Lady of Perpetual Succour Primary Academy

## SEND Policy

### Definitions

*Definitions of special educational needs (SEN) 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:*

*a) have a significantly greater difficulty in learning than the majority of others of the same age; or*

*b) have a 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 at (a) or (b) above or would do so if special educational provision was not made for them.*

*Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.*

### Historical changes

The government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities, in England in 2014. The Children and Families Act 2014, accompanied soon after, by the new Special Educational Needs and Disability Code of Practice, reformed the approach to SEND in school. The SEND Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with an Education, Health and Care plan (EHC plan). These plans are being supported by an Education, Health and Care Plan Pathway.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottingham that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The Nottingham City SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. Another great source of information is the Behaviour Emotional Mental Health website.

A recent report which has had significant implications for SEND in school is the Rochford Review. The report considered assessment for pupils working below the standard of the national curriculum tests. The final Rochford report was issued in October 2016 and summarised some key findings. P- levels have long been used to assess and report the attainment of pupils with SEND who are not working at the standard of mainstream statutory assessment. The Rochford working party found that a new approach to assessment is required, one that 'meets the varying needs of pupils working below the standard of the national curriculum tests, better aligned with the new national curriculum' (p.5). New interim pre-key stage standards have since been released and are now being used as a way of assessing pupils, including those who are engaged in subject-specific learning. Pupils not engaged in subject-specific learning should also be assessed against the 7 aspects of cognition and learning and this should be reported to parents/carers:

- Responsiveness
- Persistence
- Curiosity
- Initiation
- Discovery
- Investigation
- Anticipation

These attributes are taken into account within pupil's end of year reports. PIVATs (Performance Indicators for Valued Assessment & Targeted Learning) remain a concrete and valued method for teachers at Our Lady's to track children with SEND's progress, where an individual is working below pre-key stage expectations.

At Our Lady's we believe every child should be able to demonstrate his or her attainment and progress. Parents receive meaningful information about the achievement and progress their child makes. Parents are encouraged to be involved in this progress through regular review meetings – as described further on in this policy. We seek, alongside the parent/carer to ensure every child, including those with SEND, make the best progress possible. As stated as good practise in the Rochford Report, where possible, we use one assessment system for all pupils. However, when required, we consider the complexity, nature and combination of SEND and we reflect on certain pupils' assessment as an individual case when setting goals and recording achievements. At all times, key milestones are clear and unambiguous.

See <https://www.gov.uk/government/publications/rochford-review-final-report> for more information.

## **Mission Statement**

Everyone at Our Lady of Perpetual Succour Primary School is committed to providing the conditions and opportunities to enable every child with SEN to be included fully in all aspects of school life. The Special Needs policy at Our Lady's supports the ethos of the school:

*At Our Lady of Perpetual Succour Catholic Academy we 'learn to love and love to learn'. We are a Catholic community, guided by the light of Christ and working in partnership with parents and parish, every member is encouraged to grow in their faith and give witness to others.*

*We are an exciting learning community where every child is given the opportunity to enjoy reaching their full potential – intellectually, spiritually, physically and creatively.*

*We are a loving community where each person is cared for as a unique gift from God and can grow socially and emotionally in a happy and safe atmosphere of mutual love and respect.*

## **Curriculum Intent**

At Our Lady of Perpetual Succour Academy the children are loved, valued and cared for. Our exciting, inclusive curriculum puts the interests and needs of all our children first and celebrates our rich and diverse community. To support the wide variety of language starting points, our curriculum has a strong emphasis on promoting speaking and listening which strengthens children's knowledge and use of vocabulary. We encourage children to be curious and ambitious, developing a lifelong love of learning which prepares them well for their future education. We seek to live out our school motto - 'Learn to Love and Love to Learn.' in all we do.

We provide our children with excellent opportunities so they can learn, flourish and consistently achieve highly within a cohesive, balanced curriculum with a progressive range of knowledge and skills. An emphasis on building positive character traits is embedded across school enabling children to take on challenges, build upon successes and learn from mistakes. It strives to entwine culture, knowledge and skills to create confident, talented children who have high aspirations. Exemplary standards of behaviour and pupils' positive attitude to learning are always maintained to ensure every child becomes the best they can be to make a positive difference to the world around them.

## **Aims**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum (DfE, 2014:6, section 3.2):

The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.\*

Our Lady's provision will act in line with the Special Needs and Disabilities Code of Practice (2014).

We will achieve this by;

*\*DfE (March 2011:28) Support and Aspiration: A new approach to special educational needs and disability. Crown Copyright.*

- Identifying pupils with SEND as early as possible and ensuring that all the child's individual needs are met;
- Maximising the opportunities for pupils with SEND to join in with all the activities offered by the school;
- Ensuring all learners have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities;
- Encouraging learners to develop confidence and recognise value in their own contributions to their learning, raising their self-esteem;
- Maintaining regular and effective communication between parents and school;
- Encouraging pupils to express their views and to be fully involved in their learning;
- Ensuring parents are informed of their child's special needs and promote effective partnership to involve outside agencies when appropriate;
- Setting high expectations for every pupil, whatever their prior attainment or starting point.
- Using the school environment effectively, creating supportive intervention areas and work spaces, that inspire learners of all abilities.

## **Objectives**

- Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo – Kate Thompson, and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- Work with outside agencies when the pupils' needs can't be met by school alone.
- Create a school environment where pupils feel safe to voice their opinions of their needs. This means providing regular one to one meetings between pupils and their teacher/SENDCo and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life (e.g. membership of the School Council, inclusive sporting activities, Missionary responsibilities).

## **Responsibility for the co-ordination of SEND provision**

All teachers at Our Lady's School teach pupils with special educational needs. Each teacher is responsible and accountable for the progress and development of the pupils in their class, even here pupils access support from teaching assistants or specialist staff. High quality teaching, that is differentiated and personalised, should be available for **all** pupils.

Kate Thompson - a qualified teacher, is the designated SENDCo.

Key responsibilities of the SENDCo include;

- Overseeing the day to day operation of the SEND policy
- Liaising with and advising teachers, mentoring and coaching – as appropriate.
- Co-ordinating provision for pupils with special/educational needs
- Overseeing the records on all pupils with special educational needs
- Liaising with parent/carers of pupils with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including Schools and Family Services, Educational Psychology services, health and social services and voluntary bodies
- Determining the Strategic development of SEND policy and provision in school
- Accurately record the provision made for SEND pupils and ensure they are updated regularly
- Completing pupil assessments when required e.g. Phonic Battery Assessment

The following people have particular responsibilities;

Head Teacher – Mrs C. Toner – overall responsibility of the achievement of all pupils

SENDCo – Kate Thompson – key person responsible for SEND provision in school

Governing Body, in particular the SEND Governor – Mrs Cockram

Class teachers – planning, reviewing, assessing and monitoring the progress of children, particularly those with SEND, in their class.

Teaching Assistants – working 1:1 and leading intervention groups, often including children with SEND

Midday supervisors, administrative staff and site staff – supporting all children informally, raising concerns with key staff as they arise.

### **Arrangements for co-ordinating SEND provision**

Details of all provision maps for class and individual pupils are kept in registers in the SENDCo's room, copies of these are also held by the children's class teachers. At the beginning of the year staff hold parent meetings when structured conversations take place (targets are shared and discussed, alongside ways in which they can best support their child at home). The teaching staff members keep copies of these and are updated at subsequent meetings each term.

Individual targets are set for all pupils and are monitored and reviewed every half term with the pupil and their parent/carer.

### **All staff can access:**

The Our Lady's SEND Policy;

- A copy of the full SEND Register and tracking documents (SIMS, EAZMAG);
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their provision map/targets.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities through discussion with the SENDCo.
- Regular staff meetings, key stage meetings and informal discussions, at which they can discuss SEND issues and individual needs, ensuring successful inclusion.

Teaching staff are expected to:

- Make regular assessments of progress for all pupil
- Monitor the progress and, where this is inadequate, discuss with the SENDCo additional support required.
- Access information of any special provision required through discussions with the SENDCo.
- Provide appropriate evidence based interventions – 1-1 support, small group interventions, SEAL, play therapy - currently we offer a range of interventions across the curriculum (e.g. Phonics groups, Mathematics Booster, SEND Homework Club, THINK Children) that respond to the needs of the children currently in school.
- Pass on records as the children progress through school.
- Ensure supply staff are aware of a child's individual needs.
- Meet regularly with parents of SEND children to discuss concerns/progress.
- Discuss the needs of the children on transfer to another school.
- Be aware of information available through Nottingham City SEND Local Offer.

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements, which will enable them to provide for the individual needs of all pupils.

## **Admission Arrangements**

At Our Lady's we believe all children are a special gift from God, with unique qualities that should be treasured and nurtured within a loving school community. We do our best to create a happy and safe atmosphere of mutual love and respect, as stated in our Mission Statement. We always try our best to make sure, where possible, that we have put in place arrangements that a pupil needs. We will never refuse to admit a child to school simply because s/he has special educational needs.

The school believes that with appropriate provision every child with Special Educational Needs can be helped to achieve his/her potential.

*See Our Lady's Admission policy and Inclusion policy.*

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

School admissions are co-ordinated by the Nottingham City Education Office, following the admission arrangements (see policy on Our Lady's website).

## **Specialist SEND provision**

Our Lady's has 52 pupils on the SEND School Support register (July 2019).

We are committed to whole school inclusion. For more information on our provision for inclusion see section **10**.

## **Facilities for pupils with SEND**

Our Lady's Primary School educates pupils from 3-11 years. The school has ramps additional to steps, at the front of the school. A disabled toilet is available for children and adults to use, who are unable to access the main toilets.

We currently have no rooms being used as a focused provision room, but when required these spaces provide additional space outside of the classroom for children with SEND. This may include sensory play, personalised activities and additional resources to inspire and support pupil's development, in a safe and appropriate environment.

Some of our priorities include;

1. Maintaining dyslexia strategies identified as good practice.
2. Ensuring that, where possible, pupils with Special Educational Needs and Disabilities are able to take part in activities the school offer, including those that occur outside school hours.
3. Continued development of our extended classroom / focus provision – developing enrichment through an outdoor space.
4. Regular training for school staff on SEND best practice.

## **Allocation of Resources for Pupils with SEND**

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Nottingham LA Higher Level Needs (HLN) funding process. Our Lady's SENDCo completes a HLN funding request, supported by outside agencies (e.g. Paediatricians, Autism Team, Educational Psychologist, Learning Support, Portage). Applications /bids are reviewed at a panel, administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for the funding level requested. This funding, if achieved, is used to sustain the provision for the named individual and fund multi-agency support, in order to seek the best provision possible in our school setting.

The Head Teacher, Mrs Toner, discusses with SLT and teaching staff, considering data to inform decisions as to the allocation of staffing across school for all pupils, including those with SEND.

Resources are allocated according to pupil needs, ensuring all have access to relevant technologies and specialised equipment, where appropriate.

## **The SEND Support Staff**

The school employs 9 Teaching Assistants who deliver learning programmes and individualised provision to children with SEND throughout the school.

TAs work with individual children and with small groups on very specific intervention programmes. They meet with the SENDCo regularly, but work more closely with class teachers daily, adapting the class learning as planned, delivering learning programmes that are more accessible, meet the children's needs and provide opportunities to develop targets of the individuals they work with, where possible. Some TAs also plan, deliver and oversee short daily programmes of work for individual children, for example Phonics, which is delivered in groups, sizing dependent on the needs of the individual(s).



There are currently no children with an Educational Health Care Plan (EHCP) at Our Lady's. One child's parents are considering this pathway and when/where appropriate any review of future EHCPs will take place annually.

The school also employs a Home School Support Worker, Julie Abbott, who monitors attendance and works on a daily basis in school with individuals and small groups to support their emotional and behavioural needs. She is an outreach worker, supporting children and their families, who are having difficulties. The SENDCo meets regularly with Julie Abbott to monitor pastoral support. She initiates CAFs and other additional services when necessary. Julie has a wealth of knowledge that allows the school to access additional services efficiently (from housing support services to speech and language referrals).

### **Identification of pupils' needs**

A definition of Special Educational Needs can be viewed at the beginning of this policy.

Broad areas of need (as identified within the Code of Practice) are outlined in Appendix 1. The Our Lady of Lourdes Multi-Academy Trust has worked collaboratively to form criteria for a child being recognised as School Support (see Appendix 2b) to ensure consistency across the Catholic Multi-Academy Trust.

### **We recognise children with SEND through referral from;**

- Schools and Family Special Services
- Education Psychology Service
- Physical Disability Support Service
- Agreed liaison with Health Professionals – Paediatricians, Health Visitors, Speech Therapists

Where the referral is made prior to the child starting at Our Lady's, particularly prior to starting F1 or F2, a home visit will take place by the SENDCo so the child can be observed in their own, familiar setting. This provides a valuable opportunity to chat to parents informally and gather further information in order to provide the best care and provision for the child, when they start school.

### **In school children with SEND are identified through;**

- Foundation 1 and 2 assessments
- Observational assessment
- Portage Assessment
- Summative assessment at the end of Foundation and Key Stage 1
- Teacher assessments
- P.I.V.A.T.S tracking / pre-interim key stage standards (period of transition from one method to the next).
- Pupil progress in relation to objectives in the National Literacy/Numeracy strategies
- Standardised screening/assessment tools-diagnostic tests (PHAB2, Dyslexia Screening)
- Information passed on from previous schools
- Information from parents – through home visits and parent meetings
- Information from outside agencies

Once a child has been identified as having a special educational need, Our Lady's School staff will adopt the following strategies:-

## **A graduated approach:**

### ***Quality First Teaching***

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored and concerns will be raised with parents/carers.
- b) Once a pupil has been identified as possibly having a special educational need they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCo will be consulted as needed for support and advice and is likely to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual needs and progress being made, but there is a termly minimum expectation.

## **SEND Support**

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school record (SIMs/EAZMAG). The aim of formally identifying a pupil with SEND is to help school staff members to ensure that effective provision is put in place and so to, remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review (Appendix 2 - Each area is outlined in more detail)

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

This process will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and are being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Parents will be provided with clear information about the impact of support to enable them to work in partnership with school when planning the next steps of support.

**Referral for an Education, Health and Care Plan** – see Code of Practice 2014: Chapter 9 for further information. 9.39 outlines the timely order that must be followed.

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process that 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 assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHCP will be taken at a progress review meeting. Often the application is linked to a Parents consideration of special school provision for their child in the near future, where an EHCP is necessary in order for a place to be secured.

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

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals

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

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

[www.nottingham.sendlocaloffer.org.uk](http://www.nottingham.sendlocaloffer.org.uk) or by speaking to an Education, Health and Care Plan Co-ordinator on: **0115 9774012 or 0115 9773323**; or by contacting the Parent Partnership\* Service on: **0115 948 2888**

### **Parent Partnership**

Parent Partnership is a service that supports parents and carers of children with special educational needs. Their website states:

*We believe all children, young persons and their families have the right to a positive educational and life experience. We actively work in partnership with parents, schools, our local authorities and other service providers.*

See their website: <http://www.ppsnotts.org.uk/> for more information.

## **Education, Health and Care Plans - EHCPs**

Following Statutory Assessment, an EHCP will be provided by Nottingham City Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved 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 EHC Plan 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.

## **Access to the Curriculum, Information and Associated Services**

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made, for example, offering a combined class-based and focused provision timetable. The child's needs are paramount in such decision making.

The school's access plan outlines how Our Lady's monitors this provision. This includes:

- Keeping staff fully informed of the special educational needs of any pupil(s) in their care including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENDCo in providing a rationale and focus on flexible teaching.
- Parents will be made aware of any circumstances in which changes are made.
- Agreeing appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

## **Inclusion of pupils with SEND**

Our Lady of Perpetual Succour School is committed to inclusion. Refer to the following policies for more detailed information:

- Admissions Policy

- Equality Policy
- Behavioural Policy
- Inclusion Policy

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

The National Curriculum 2014:8 Chapter 4.1

The school curriculum is regularly reviewed by all staff and the SENDCo to ensure that we promote the inclusion of all pupils. This includes learning outside the classroom. Where children do not access subject-specific learning, learning is personalised to engage, motivate and meet the needs of SEND pupils. The school seek advice, as appropriate, around such individual pupils, from external support services including educational psychologists, through the termly meetings.

The main principles of inclusion are:

- To provide a choice for parents and pupils, that takes into account their views.
- To promote the idea that, with the right training, strategies and support, nearly all pupils can be included in mainstream schools.
- The interests of all pupils must be safeguarded and their views always taken into account.
- To ensure that all pupils are included in all aspects of school life and have full access to an appropriate curriculum.
- To ensure that the education of all pupils affords them the opportunity to make the most of their own potential.
- To ensure that school seeks actively and, where beneficial to the child, to remove all barriers to learning and ensure full participation in every area of school life.

We must meet the needs of all our pupils in a positive and practical way, remembering that inclusion is not just about placement but about the delivery of the curriculum to all of its pupils. This SEND policy reinforces the need for teaching that is fully inclusive.

School visits are a necessary and stimulating aspect of the school curriculum and every pupil, regardless of his/her special need, is given the opportunity to take full advantage of them. Extra adult support is provided if necessary using T.A.'s, parent helpers or the pupil's parent as a helper to enable the SEND pupil to gain maximum benefit from this learning experience. Where possible and appropriate, SEND pupils access trips specific to their learning e.g. the library, a safety street walk, buying ingredients at the local supermarket. Such trips enhance their learning and support children in developing life skills (e.g. using money, crossing the road safely).

## **Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

The school's Governing Body has a duty to evaluate annually the provision school makes for pupils with SEND and they are supported and informed by the Headteacher's report to Governors at termly meetings. The effectiveness of the SEND Policy is achieved by;

- Discussing the children's progress with parents
- Examining results achieved in S.A.T.s tests by SEND pupils
- The use of PIVATS /pre key stage interim standards - to monitor progress
- Including the pupils' in all areas of the curriculum
- Accessing outside agencies to support staff
- Providing training to meet the needs of both staff and children
- Monitoring the delivery of the curriculum
- Developing inclusive strategies – signs and symbols
- Governor Monitoring
- The monitoring of provision maps

The Governing body oversees the effectiveness of the school's SEND Policy. There is an identified Governor (Mrs Cockram) who has the responsibility to ensure the policy is adhered to. It is the Governing Body's responsibility to ensure that the school is meeting the needs of pupils with SEND and supporting their families appropriately. Parental views will be sought through questionnaires and interviews.

There is an annual evaluation of the effectiveness of the school SEND provision and policy. This is carried out by the SENDCo, class teachers and the SEND Governor. Information is gathered from different sources such as child and parent/carer surveys/teacher and staff surveys/parents evenings/consultation evening/feedback forms. The SEND Action Plan is published on the school website, on an annual basis, in accordance with section 69 of the Children and Families Act 2014.

Questionnaires are due to be completed this coming academic year 2017-18. Some of the questions on the feedback form may include:

- How well do you think the school supports your child?
- What intervention do you think has helped your child?
- What could be improved?
- What has been especially praiseworthy?

Evidence collected will help inform school development and improvement planning.

## **Complaints Procedure**

We are always very happy to talk to parents and listen to any concerns they may have. If you have any worries or concerns about school or how we are providing for your child, please talk to your child's class teacher or to the SENDCo. We will always do our best to respond to concerns raised. If you feel that your concerns are not being responded to, school has a formal complaints procedure. You can get a copy of this sent to you by contacting Mrs Toner (Head Teacher) or the school office.

## **In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice, in relation to the needs of pupils with SEND.

We gather information every year to help us identify what training is necessary for all staff in school. This will depend on the range of special educational needs pupil's that we need to provide for. All staff members are able to undertake specific training they need to help them develop their knowledge and skills in the area of Special Educational Needs. This training is provided in the following ways:

- In-house training
- Mentoring
- Observation of others' practise
- Visits to/links with other schools
- Training arranged through the family of schools
- Non-contact time
- Attendance at externally provided training events
- Participation in accredited training opportunities - SENDCo induction programme
- Specific training for staff e.g. De-escalation training /Behaviour management/SEND conference /Health and Safety
- Training for Midday Supervisors – Safe guarding, Team Games

The SENDCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues and funding is available to support this professional development via our whole school budget. The SENDCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

## **Links to Support Services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

We have a range of Support Services in Nottingham City that we can call upon to give us advice, support and training on SEND. In our school we access information from;

- The Schools, Family and Children's Services
- Behaviour Support Service
- Education Psychology Service
- Physical Disability Support Service
- Specialist teachers for sensory impairments
- The Inclusion Team
- Early Years teachers
- Special schools contact
- Portage
- BEMH Nottingham online service

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will then inform the child's parents.

## **The Health Service and Social Care**

Many pupils with SEND have support from or involvement with Health and/or Social Services. These pupils are helped efficiently when all professionals work closely together.

This may include:

- Working with designated Health and Social Services Officers for SEND to seek advice on pupils' needs.
- Holding review meetings with appropriate professionals and parents to discuss pupils' needs and progress.
- Ensuring that we implement the advice of Health professionals.
- Implementing Funfit /Physiotherapy sessions and exercises.
- Supporting Speech Therapists' work by holding sessions outlined in the programmes they create.
- Holding Healthy Eating awareness events

## **Working in partnerships with parents**

Our Lady's believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND, leading to the correct intervention and provision.
- b) continuing social and academic progress of children with SEND.
- c) personal and academic targets are set and met effectively.

Parents/carers are kept up to date with their child's progress through; termly meetings – target setting

- formal reports
- informal daily interactions
- the photographs on the school website
- the texting system

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. Some parents are happy with a short informal chat on the playground (subject dependent), for others a home-school communication book is maintained daily.

As mentioned earlier, Parent Partnership Services provide information, advice and guidance on special educational needs and can provide an independent parental support for all parents who want it - <http://www.ppsnotts.org.uk/>.

In our school we:

- Inform parents of the role Parent Partnership Services provide.
- Distribute information published by Parent Partnership Services.

Information can be obtained on **0115 948 2888**



## **Links with other schools**

We work together in order to:

- Secure successful transition between key stages
- Develop links with special schools
- Share good practise
- Encourage links with other schools by providing work experience opportunities
- Plan collaborative training events

This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise. Following advice from the Rochford Review, as a family of Catholic schools, we show an awareness of current research and work collaboratively to develop an understanding of good practice in assessing pupils working below the standard of national curriculum tests. We actively engage in quality assurance through peer reviews using the pre key stage interim standards as a consistent framework we all refer to in our schools.

## **Transition**

At Our Lady's School, we recognise that children, particularly those with SEND, may become anxious with regards to changes in their educational setting. We do our best to ensure resources, time, visits and discussion take place to ensure the transition is as smooth as possible for each individual child, according to their needs.

The SENDCo and the Foundation Stage class teachers arrange visits to a child's previous Early Years setting and visit children in their home setting when they are informed of a child with SEND, who will be starting school. When a child already has an EHCP or is supported by a service such as Portage, the respective agencies are invited to attend the child's Annual Review held during the summer term prior to them starting school.

All children have a planned transition during their final year at Our Lady's School before moving on to Secondary School.

Transition includes:

- Visits for activity events
- Visits by subject teachers, providing sample lessons
- School visits including different times in the school day e.g. lunchtime, lesson transition time.
- Future school SENDCo invited to attend Review Meetings prior to transition.
- SENDCo transition meeting – discussing pupil's SEND needs

Children with SEND will visit their respective school more frequently, with TA support if required. Where necessary, the SENDCo will seek additional support via the LA. For example, the ASD Team at Nottingham City LA have a Transition Support worker who is familiar with our school and our children, who has supported one SEND pupil each year for the past 3 years.

Staff from both schools (irrespective of the key stage) will meet and discuss all the children, with special emphasis on SEND children and the support they will require.

The SENDCo informs and provides information to the local feeder Secondary Schools about children with SEND who have secured a place there. They are invited to Y6 Spring and Summer

Review Meetings, to gain information in order to best support the pupil in successful visits and transition to the school. This is an opportunity for parents and the Year 6 teacher to gain knowledge of any transition preparation that might be valuable to meet the child's needs.

### **Links with other agencies and voluntary organisations**

Our Lady's School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND (see Appendix 3). The SENDCo is the designated person responsible for liaising with the following:

- Behaviour Support Service
- Social Services
- Speech and Language Service (SALT)
- Language and Learning Support Service
- Specialist Outreach Services
- Education Psychology Service

### **Voluntary Agencies**

Voluntary Agencies have an important role to play in meeting the needs of pupils with SEND as they can provide information about particular SEND and can often support parents and schools. In our school we:

- provide information for contact points e.g. Parent Partnership Project
- Special Needs Network Groups offering training e.g. 1,2,3 Magic! Cygnet.
- Provide initial contact for Children's Centre support groups e.g. behaviour strategy
- Work with Julie Abbott to locate training courses available during school hours (healthy eating, professional/career advice).



## Special Educational Needs and Disability Policy



### Agreement

**Signed** C. Toner (**Headteacher**)

Date September 2019

**Signed** A.M.Bell (**SEND Co-ordinator**)

Date September 2019

**Signed** C.Cockram (**SEND Governor**)

Date September 2019

This policy will be reviewed annually.

## **Appendix 1**

### **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 Spectrum Disorder, including Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction.

### **Cognition and Learning**

Support for learning difficulties may be required when children and young people 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), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, 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), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

Children and young people 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 and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people 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 and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### **Disabled children and young people**

Many children and young people who have SEND may have a disability under the Equality Act 2010. That is "a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities".

Our Lady's school has an Equality policy and an Access plan that highlight the arrangements that are in place to enable all children to reach their full potential. These policies are available from within school.

## Appendix 2

### Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

### Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class/subject teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.



## **Guidance for entry to Special Educational Needs and Disability (SEND) list**

This guidance is for all SENCo's, head teachers, teachers and professionals in schools to help make decisions for a pupil's entry to the SEND list.

### **Our Lady of Lourdes Mission Statement**

*We are a partnership of Catholic schools and our aim is to provide the very best Catholic education for all in our community and so improve life chances through spiritual, academic and social development.*

We will achieve this by:

- Placing the life and teaching of Jesus at the centre of all that we do.
- Following the example of Our Lady of Lourdes by nurturing everyone so that we can all make the most of our God given talents.
- Working together so that we can all achieve our full potential, deepen our faith and know that God loves us.
- Being an example of healing, compassion and support for the most vulnerable in our society.

### **Definitions of Special Educational Needs and Disability**

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

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

Children who have EAL are not considered to have SEND solely on the basis that they have not learnt basic English skills **yet**. They must have been in the country for at least 2 years before being added to the school's SEND list, unless a clear medical or other need or disability is identified by medical professionals. Concerns must be raised and monitored for at least a term before a child can be considered as having SEND. This must be following a period of support, specific interventions and use of additional resources to accelerate progress, with little or no response.

### **What is SEND Provision?**

Following a graduated response, children are added to the school SEND list if they are receiving support that is 'additional to and different from' provision that is generally made for children in the school of the same age without which a pupil is unable to learn. Concerns must be raised and the child monitored for at least 1 term before being added to the SEND list.

This excludes provision the school should be making for children who are underachieving to catch up.

### **Guidance for the Areas of Need**

Children will be considered as having a special need in the following areas and for the following reasons:

#### **Cognition and Learning including MLD, SLD, PMLD, Sp LD (see glossary)**

- A child is making small steps or no progress in one or more of the core subjects (reading, writing, or maths) despite differentiation and targeted intervention after being added to the concerns list and being monitored over at least one term.

- A child is working significantly below (at least one year or below) their age expectations in one or more of the core subjects (reading, writing or maths) and overtime there is no evidence of this gap narrowing.
- A child has significant difficulties with processing, working memory and concentration compared to their aged related cognitive ability.
- A child has been assessed as having a SpLD which is contributing to their limited progress and attainment, for example, dyslexia, dyscalculia, dyspraxia.

### **Communication and Interaction**

This may include a diagnosis of ASC but if they are not receiving provision that is 'additional to or different from' they will be added to the concerns list.

- A child has limited or no speech that is preventing them from communicating with others.
- A child has speech which is difficult for others to understand (difficulty in making different sounds, stammering, stuttering) that has an impact on their learning, social skills and well-being.
- A child has limited expressive and receptive language that has an impact on their social interaction, learning and daily life.
- A child has significant difficulties interacting with others regularly. For example, difficulties understanding the non-verbal rules of good communication or using language in different ways to question, clarify or describe things, turn taking, forming positive relationships

Children in EYFS and Year 1 will not be added to the SEND list under SLCN unless the difficulties are significant. We must remember that all children develop at different rates, socially, emotionally and academically. They will be monitored and reviewed up until the end of Year 1 when a review of their needs and attainment will be discussed, by home and school in partnership.

Children under SALT will not necessarily be added to the SEND register. It will be dependent on the level of their need and SALT assessment. These children will be added to the concerns list. Where a child's speech and language challenges impact on other curriculum areas, they will be considered as having SEND.

### **Social, Emotional and Mental Health Needs including ADD, ADHD, AD, OD (see glossary)**

A children must have a clear identified need regarding their social, emotional and mental health needs in order to be considered to have a SEND. Their behaviour should be considered carefully and environmental influences should be considered when exploring a child's need, before seeing a diagnosis or identifying as child as having a SEND.

- A child has significant emotional or mental health needs such as anxiety/stress, attachment disorder, self – harm, uncontrollable behaviour, OCD, that is effecting their well-being and having an impact on learning.
- A child has significant social difficulties in maintaining relationships with peers and adults. They act inappropriately when faced with challenge – physically and verbally.
- A child finds it challenging to participate in whole class/group or unstructured activities due to an inability to self-regulate and displays inappropriate emotional responses, which has an impact on theirs and others learning and well-being.

### **Sensory and/or Physical Needs including HI, VI, MSI, PD (see glossary)**

- A child has a physical impairment or a diagnosis of a medical condition that impacts their ability to access the mainstream environment and curriculum. (May need specialist equipment)
- A child is significantly underachieving in the core subjects because of a physical or sensory impairment
- A child faces difficulties participating in activities with their peers and carrying out tasks that we take for granted on a daily basis.

- A child needs care above the reasonable adjustments to be able to access the mainstream environment and curriculum.

**Additional areas of consideration**

The following concerns may impact on a child's progress and attainment but are not in themselves indicators of SEND:

- Attendance and Punctuality
- Health and Welfare
- Medical (epilepsy, diabetes, allergies, cancer)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

*'Be on guard. Stand true to what you believe. Be strong. Be courageous. And everything you do must be done in love.'* (Corinthians 16:13-14)



## Appendix 3

Links with other services

### **LA**

Schools Special Needs Officer for children with SEND

Educational Psychology Service

Specialist teachers from Nottingham Education Inclusion Service

Inclusion Support Team (ASC Team)

### **The Medical Services**

Community Paediatricians

Community Nurse

Consultant Child Paediatricians

Clinical Psychologist

CAMHS

Physiotherapy Service

Occupational Therapy Service

Speech Therapy Service

### **Children's Centre**

Family support Workers

Children's Services

### **Parent Partnership**

Julie Abbott

Nottingham Parent Partnership

## Glossary of abbreviations

ASC	Autistic Spectrum Condition
BEMH	Behaviour Emotional Mental Health Team
CAF	Common Assessment Framework
CAMHS	Children and Adolescent Mental Health Service
COP	Code of Practice
EBD	Emotional and Behavioural Disorder
EEYAP	Enhanced Early Years Action Plus
EHCP	Educational Health Care Plan
EY	Early Years
EYSS	Early Years School Support
FS	Foundation Stage
HI	Hearing Impairment
HLN	Higher Level Need
IEP	Individual Education Plan (Provision Map)
INSET	In –Service Training
KS	Key Stage
LA	Local Authority
MLD	Moderate Learning Difficulties
PD	Physical Disabilities
PECs	Picture Exchange Communication
PIPS	Performance Indicators in Primary Schools
PIVATS	Performance Indicators for Value Added Target Setting
SALT	Speech and Language therapy
SATs	Standardised Attainment Tests
SEND	Special Educational Needs and Disability
SENDCO	Special Educational Needs and Disability Co-ordinator
SENDA	Special Educational Needs and Disability Act
SLD	Severe Learning Difficulties
SMART	Simple Measureable Achievable Realistic Timely targets
SS	School Support
TA	Teaching Assistant
TAMHS	Targeting Mental Health in School
VI	Visual Impairment

## **Bibliography**

Special Educational Needs Code of Practice: November 2001 DfES 581/2001

PIVATS 5: Lancashire County Council Revised Edition 2015

The Rochford Review: Final Report October 2016 Crown Copyright

SEN Toolkit: DfES 558/2001

The SEN Co-ordinator's File: pfp Publishing Ltd 2001

SENDA 2001: Disability Rights Commission: Code of Practice 2002

Making Sense: Lancashire Parent Partnership 2002

Every Child Matters: A New Role for SENCOs: R. Cheminais David Fulton Publishers 2005