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St Patrick's Catholic Primary School

The Catholic Diocese of Lancaster



Updated: March 2020

Review Date: March 2021

ST PATRICK'S CATHOLIC PRIMARY SCHOOL **SEN POLICY**

Aims/Mission Statement

We at St Patrick's Catholic School are committed to meeting the special educational needs (SEN) of pupils and ensuring that they make progress. This policy was written taking into consideration St Patrick's school mission statement and school policies.

Objectives

St Patrick's Catholic Primary School is a mainstream school with a strong ethos of including children with SEND. We are very proud of our inclusive nature and this is something that is core to our values. We aim to ensure that every child has equal access to the curriculum enabling them to reach their highest standards.

In order to achieve our aims and to ensure that children with SEN achieve their full potential and make progress we will:

- (i) Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through the school.





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- (ii) Ensure good working relationships with parents, carers and the community.
- (iii) Ensure that the school offers a broad balanced and differentiated curriculum, which is accessible to pupils with SEN and promotes high standards of attainment and achievement.
- (iv) Ensure that the learning needs of pupils with SEN are identified and assessed as early as possible, and their progress is closely monitored.
- (v) Ensure all teaching and non-teaching staff are involved in planning and meeting the learning needs of SEN pupils.
- (vi) Ensure that the school liaises with special schools, outside agencies effectively to meet the needs of staff and pupils
- (vii) Ensure that all staff have relevant and up to date training as we are committed to providing the best support to each individual child to give them every opportunity to reach their full potential.

2.Roles and Responsibilities

The Governing Body has identified a governor to have oversight of SEN provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. They will meet regularly with the Head and the SENCO. (see Appendix 1) For roles of governing body Code of Practice P11 P15.

The Head is the school's Responsible Person and oversees the school's SEN work. The Head and the SENCO will keep the governing body informed about the SEN provision made by the school.

The SENCO and the Head will work closely with the SEN governor and staff to ensure the effective day-to-day operation of the school's SEN policy. The SENCO will identify areas for development in SEN and contribute to the School Improvement Plan. The SENCO will co-ordinate provision for children identified with additional Needs and for those with a EHC Plan (see Code of Practice p50).





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All teaching and non-teaching staff will be involved in the formulation of the SEN policy. Teaching staff are responsible for differentiating the curriculum for pupils with SEN and will monitor their progress.(see appendix 3)

All teachers have responsibility for areas of the curriculum and will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO. Class teachers are responsible for identifying the special educational needs of individual children in their class in partnership with the SENCO. They are responsible for knowing which pupils in their class are on the SEND Register and at what stage. In addition, they ensure TAs are supporting pupils in their class, as directed and ensure that the Head Teacher and other colleagues are aware of children's needs. Each class teacher is responsible for providing 'Quality First' teaching and learning experiences which are appropriate to the needs of the child.

3.Admissions

The school is aware of the statutory requirements of the SEN and Disability Discrimination Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having SEN at early years action or early years action plus.

If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum. This will be achieved by following the school's guidelines for identification, assessment and reviews (see appendix 4).

4.Outside Agencies including Health (Combining pt 14 + 17 in the Code of Practice Regulations)

At St Patrick's Catholic Primary School we are committed to ensuring that each child is supported to make progress academically, socially and emotionally. We therefore work and liaise across multiple agencies to ensure that we draw upon the support and expertise of a range of professionals. In addition to our school provision and our graduated response we also work with a number of outside agencies and health care professionals.





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Staff in school will make use of teachers and facilities from outside the school liaising with:

- ◆ Education – LEIS/Educational Psychologist/School adviser
- ◆ Health – School nurse, Doctor, Occupational Therapists, Speech and Language Therapists, Physiotherapists.
- ◆ Educational Welfare Officer
- ◆ Children's Social Care
- ◆ Parent Partnership and Parental Involvement team
- ◆ Gypsy Roma & Traveller Achievement Service (GRTAS)
- ◆ Partnerships with other schools

