



Inspiring Education

Sharing Our Faith

Achieving Our Dreams

St Patrick's Catholic Primary School

The Catholic Diocese of Lancaster



SEND Policy

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1. Aims

Our SEN policy and information report aims to:

At St Patrick’s Catholic School we are committed to meeting the special educational needs (SEND) of pupils and ensuring that they make progress.

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.
- (ii) Ensure good working relationships with parents, carers and the communitySet out how our school will support and make provision for pupils with special educational needs (SEN)
- (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
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- › [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- › [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- › A significantly greater difficulty in learning than the majority of the others of the same age, or
- › A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Miss Francis.

They will:

- › Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN support
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be the point of contact for external agencies, especially the local authority (LA) and its support services
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

- › 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 SEN governor will:

- › Help to raise awareness of SEN issues at governing board meetings
- › Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- › Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

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 headteacher will:

- › Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

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.

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- › Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum conditions, speech and language difficulties etc.
- › Cognition and learning, for example, dyslexia, dyspraxia

- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- › Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

On Admission, 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).

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- › Is significantly slower than that of their peers starting from the same baseline
- › Fails to match or better the child's previous rate of progress
- › Fails to close the attainment gap between the child and their peers
- › Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slower progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account the parents' concerns
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- › The teacher's assessment and experience of the pupil
- › Their previous progress and attainment or behaviour
- › Other teachers' assessments, where relevant

- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The pupil's own views
- › Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

For children with SEND, additional transition visits will be arranged. Liaison with parents around transition will be a priority to ensure that this runs as smoothly as possible.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions where deemed necessary:

- Speech and Language
- Burn out (for ADHD) Family Support
- Fresh Start Literacy
- Social and Emotional
- Read Write Inc. (RWInc.) one to one tuition
- Sleep Clinics
- Educational Psychology information and support sessions
- One to one catch up reading
- Precision Teach
- Sensory space

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- › Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- › Adapting our resources and staffing
- › Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, weighted lap or wrist bands, sensory room, wobble cushions, individual timetabling.
- › Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions.

Teaching assistants will support pupils on a 1:1 basis when required

Teaching assistants will support pupils in small groups for interventions and in the classroom when appropriate

We work with the following agencies to provide support for pupils with SEN:

- 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
- Educational Psychologist
- Sleep Clinic
- Barnados (Education Mental Health Practitioner – EMHP)

5.9 Expertise / Pastoral Provision/ Mental Health

At school we are committed to the emotional wellbeing and safeguarding of our children. There are a number of areas in which we have expertise and training:

Our school works with the Trailblazer Project and benefits from an Education Mental Health Practitioner – (EMHP) in school each week.

Our school works with ACORN PSYCHOLOGY and books in regular visits with an educational psychologist as well as having access to specialist support.

Our SENCO has 7 years experience in this role and has worked qualified the Specialist SENCO qualification

Our headteacher has specific training in attachment, autism, Senior mental health lead and person centered counselling.

They are allocated one half day a week to manage SEN provision.

We have a team of ten teaching assistants, including one higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in trauma focused school. Adverse Childhood Experiences (ACEs), Autism, ADHD, SEND provision

5.10 Evaluating the effectiveness of SEN provision

All provision for SEN and interventions are reviewed regularly and amended as required.

We evaluate the effectiveness of provision for pupils with SEN by:

- › Reviewing pupils’ individual progress towards their goals regularly
- › Reviewing the impact of interventions after 4 weeks
- › Using pupil questionnaires
- › Monitoring by the SENCO

- › Using provision maps to measure progress
- › Holding annual reviews for pupils with EHC plans
- › Pupil attainment tracking
- › Use of Boxall Profile / SNAP assessments

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.12 Support for improving emotional and social development

In school we have a dedicated pastoral team which looks at the social and emotional wellbeing of children. We are able to provide support through our bought in services and have a number of break out spaces for children who need time to regulate if needed.

We provide support for pupils to improve their emotional and social development in the following ways:

- › Pupils with SEN are encouraged to be part of the school council
- › Pupils with SEN are also encouraged to be part of clubs to promote teamwork/building friendships
- › There is an inclusion team of pupils dedicated to education of all in school re disability and inclusion
- › We have a buddy system to help support friendships on the playground and through unstructured times
- › There is an opportunity to eat in a quieter area to avoid overstimulation or noise

We have a zero tolerance approach to bullying.

5.13 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the classteacher/SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- › Exclusions
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

5.14 Contact details of support services for parents of pupils with SEN

Lancashire SEND Partnership:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/lancashire-send-partnership/>

5.15 The local authority local offer

Our contribution to the local offer is:

<https://www.lancashire.gov.uk/youthzone/need-to-know/special-educational-needs-and-disabilities-send-local-offer/>

Our local authority's local offer is published here:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

6. Monitoring arrangements

This policy and information report will be reviewed by **Miss L Francis** every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.