

Our Lady's Catholic Primary School



SEND Policy

Updated: January 2022

Review: September 2024



The
Pope Francis Catholic
Multi Academy Company



Ethos and Mission

Our Lady's Catholic Primary School is characterised by the philosophy of the Salesian founder, St John Bosco (1815-1888). He stressed high educational standards and sound moral and religious education. He insisted on a friendly atmosphere in his schools where the idea of community could be fostered. Good relationships between all members of our community are key to everything we do. Our motto 'You are young, you are precious, you are loved' is taken directly from the key principals from St John Bosco: '*It is not enough to love the young, they must know they are loved.*'

The mission of our school is:

**'You are young, you are precious,
you are loved'**

St John Bosco

You are young

Jesus said, 'Let the little children come to me; do not stop them; for it is to such as these that the kingdom of God belongs.' (Luke 10:14)

We show **respect** towards the common good and care for the world God created.

You are precious

Jesus said, 'Treat others as you would like them to treat you.' (Luke 6:30)

We **understand** how to reach our age expectations and beyond by using our God given talents to the full.

We behave with **affection** towards each other and appreciate the importance of life-long learning.

You are loved

Jesus said: 'I have come so that they may have life and have it to the full.' (John 10:10)

We have the confidence to solve future challenges in the modern world with a sense of **humour**.



We strive to ensure that all children attending Our Lady’s Catholic Primary School are formed to become *RUAH* children: respectful, understanding, affectionate and humorous. *RUAH* in Hebrew means ‘the breath of the spirit of God.’

Contents

1. Aims.....	3
2. Legislation and guidance	3
3. Definitions	4
4. Roles and responsibilities	4
5. SEN information report.....	5
6. Monitoring arrangements	9
7. Links with other policies and documents	9

Aims

We will:

- Put the child at the centre of everything we do
- Involve children and their families in discussions and decisions which affect them.
- Do everything that we can to meet the needs of children with SEN.
- Set ambitious targets which are not limited by the identification of SEN.
- Focus on inclusive practices which removes the barriers to learning.
- Ensure and enable pupils with SEN to engage in activities alongside their peers.
- Identify, as early as possible, children who may have SEN

In summary:

- Individual outcomes will be set in collaboration with the child and their family.
- The needs of most children, including those with SEN, will be met by high quality, differentiated teaching in the classroom.
- In some instances, carefully planned interventions will be introduced to meet specific, individual needs.
- The impact of these interventions will be measured over time.
- Provision will be mapped to ensure that staff deployment, resource allocation and the choice of intervention is effective.
- Staff will keep up to date through well targeted, continuous professional development.
- We enable a cooperative and productive partnership with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meet the needs of each child.
- We benchmark our practice and outcomes against outstanding schools with a similar SEN cohort.

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 sets out schools’ responsibilities for education, health and care plans (EHCP), SEN co-ordinators (SENCOs) and the SEN information report.

Definitions

We identify that a pupil has SEN if they have a learning difficulty or disability which requires 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 their peers or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for their peers. 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.

Roles and Responsibilities

The SENCO

The SENCO is Fiaza Dogar. She can be contacted at: SEND@ourladyscowley.co.uk

The SENCO will:

- Work with the Headteacher, Tara Davies, Inclusion Lead, Carl Spackan and the SEN Governor, Ellen McGuillicuddy, to determine the strategic development of SEN policy and provision at Our Lady's.
- Have day-to-day responsibility for the operation of the SEN policy.
- Co-ordinate the specific provision made to support individual pupils with SEN, including those who have EHCPs.
- Provide professional guidance to colleagues and work with staff, families 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.
- Liaise with the Senior Leadership Team to deploy support staff effectively.
- Monitor and assess the impact of additional interventions to ensure that they are having an impact on pupil progress and attainment.
- 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 and its support services.
- Liaise with previous and next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and Governing Body 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.

The SEND Governor

The governor with responsibility for SEN is Ellen McGuillicuddy.

The SEND Governor will:

- Help to raise awareness of SEN issues with the governing body.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this.
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

The Headteacher

They will:

- Work with the SENCO and SEND Governor to determine the strategic development of the SEND policy and provision in the school.

- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with teaching assistants and 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.
- Listening to the pupil to understand what is going well, as well as any concerns which they may have. Acting on this information to make changes where necessary.
- Communicating with the family and listening to their views.
- Ensuring they follow the SEN policy.

SEND Information Report

- Our Lady's currently provides additional and/or different provision for children with a range of needs, including:
- Communication and Interaction: for example, Autism; Speech and Language Difficulties.
- Cognition and learning: for example, Dyslexia, Dyspraxia, Downs Syndrome.
- Social, emotional and mental health difficulties: for example, Attention Deficit Hyperactivity Disorder (ADHD).
- Sensory and/or physical needs: for example, Visual Impairments, Hearing Impairments.

How we identify pupils with SEND and assess their needs

- Progress is significantly slower than that of their peers starting from the same baseline
- Progress fails to match or better the child's previous rate of progress
- The attainment gap widens over time
- The child presents with a specific difficulty which is not aligned with their overall performance
- Progress in other areas e.g. social skills is significantly slower than that of their peers starting from the same baseline or fails to match the previous rate of progress.
- We will follow up on concerns raised by families, previous schools and nurseries, other professionals and class teachers.
- Slow progress and low attainment do not automatically mean a pupil is recorded as having SEN.

When a child is identified as having SEN, we will discuss this with the pupil and their family.

This ensures that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the child's views
- We take into account the family's views
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Any provision which is offered over and above the child's peers is described
- Everyone is clear on what is expected of them, including the child themselves.
- This information will be added to the pupil's record and a copy of the pupil's Pupil Profile will be given to their family. We involve children and their families in discussions and decisions which affect them
- We put the child at the centre of everything that we do.
- Meet with children and their families at least once a long term to discuss what is going well, any worries and anything that needs to change.
- Use a child centred approach to support the child to identify their own objectives, what they can do to meet these objectives and identify any additional support that they may need. This is recorded on a Provision Map.
- Involve children in the annual review of their EHCP and in SEN support discussions.
- Formally notify parents when it is decided that a pupil will receive or will no longer receive SEN support.

Assessing and reviewing pupils' progress towards outcomes

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

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

- The teacher's summative and formative assessment of the pupil
- The teacher's observations of the pupil in and out of the classroom
- Their previous progress and attainment
- 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
- Advice from previous settings, if relevant
- The assessment will be reviewed every term.

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 (at least once a term) review the effectiveness of the support and interventions and their impact on the pupil's progress, attainment and individual outcomes. The SENCO will discuss progress and attainment in pupil progress meetings with the class teacher and in SEND support meetings with the child and their family.

Our approach to teaching pupils with SEND is the graduated approach to intervention. Having decided that special educational provision is required, we will start with the desired outcomes. We will put the views and the wishes of the pupil and their family at the centre of this. We also listen to the views of the class teacher. We use these views to assess the need and plan the support that is needed. This may be provided by adapting our core offer or offering something different or additional.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the secondary school which the pupil is moving to. In most instances, the SENCO will meet with the SENCO of the secondary school to discuss the child's strengths and difficulties and the impact of intervention and strategies over time. We will agree with families and pupils the information which will be shared. For children that we believe may find transition difficult, we will offer them a place in our transition peer support group.

We will review the impact of any intervention over time and communicate this to the child and their family. If the intervention is not resulting in the desired outcomes we will change and/or increase the support and continue to review the impact. Teachers are responsible and accountable for the progress and development of all the pupils in their class, including children with SEND. High, Quality First Teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We also provide specific interventions such as:

- Phonics catch up- Through Little Wandel
- Specific early catch up interventions by subject
- Project X Reading
- Speech and language
- Social skills
- Fine motor skills
- 1st Class @ Number

We also offer interventions to support the children's social and emotional wellbeing:

- Rainbows, support with loss, separation and bereavement
- Transition support group
- Zones of Regulation

- Time to talk- Intervention focussed on relieving worries. Uses Zones of Regulation language and theories

Adaptations to the curriculum and learning environment

- We make the following adaptations to ensure all pupils' needs are met:
- Start the learning for each lesson at a stage which all children can access.
- Differentiate our curriculum to ensure that all pupils are able to access it. This may mean some children work with the teacher, teaching assistant or learning support assistant in a small focus group. Other children may be supported 1:1.
- Differentiate our teaching and adapt teaching style to meet the needs of the children, for example by breaking down learning into manageable segments; giving longer processing time; pre-teaching key concepts and vocabulary; reading instructions aloud; giving written instructions; providing visual representations; providing alternate versions of a text; using concrete resources.
- Deploy support staff effectively to match need.
- Use recommended resources, such as visual timetables, now and next boards, task management planners, sit and move cushions, ear defenders.
- Allow children to have sensory and movement breaks when these are defined for them
- Create a low stimulus environment, for example by introducing quiet spaces, individual workstations, break out spaces.
- Provide structured playtimes.
- Apply for access arrangements for Key Stage 2, SATS where appropriate. Please refer to our accessibility plan for more information.
- Access for children with physical disabilities, if required.

Additional support for learning

We have 12 teaching assistants who support pupils in small groups and are based in specific year groups. These TAs work across the school and may work 1:1 with key children in our classes.

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

- Speech and Language Therapist
- Occupational Therapy Service
- Educational Psychology Service
- Social Communication Intervention Teacher
- Early Years Advisory Teacher
- Teacher of the Deaf

Our SENCO is a qualified teacher. She is non-class based and is allocated time every week to manage SEN provision around her other duties. We value the continued professional development of all our staff, including support staff. In the last two academic years, our support staff has been offered training in:

- Safeguarding children; First aid, general and paediatric
- Anaphylaxis and Asthma
- How to support children effectively when working in small groups.
- Phonics
- How to support children with Autism and ADHD.
- Speech and Language Development
- Autism in Early Years
- Supporting deaf children in school
- Social Communication and Interaction
- Emotional Literacy Support
- Early trauma
- Securing equipment and facilities
- Specialist equipment and expertise will be purchased/hired.

Evaluating the effectiveness of SEND provision

- We evaluate the effectiveness of provision for pupils with SEND by:
- Reviewing pupils' individual progress towards their outcomes, each term
- Reviewing pupils' progress in standardised summative tests, each term
- Monitoring progress in reading, comprehension and spelling over time.
- Ongoing formative teacher assessment, classroom observations, 'book looks'.
- Reviewing attainment on specific programmes, for example phonics and Project X Reading.
- Discussing with pupils their views on their individual progress, each term
- Holding parent, teacher, child, SENCO meetings each long term
- Monitoring by the SENCO, SEND Governor and senior leaders.
- Using baseline and end of intervention assessment to measure the impact of specific interventions
- Holding annual reviews for pupils with EHCPs.
- 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. We work with the teams running these clubs to enable participation of children with SEND. All pupils are encouraged and enabled to go on our residential trip (typically run in Years 5 and 6). All pupils are encouraged and enabled to take part in Sports Day, school plays, the Year 6 production, imaginative learning project workshops and school trips. No pupil is ever excluded from taking part in these activities because of their SEN or disability. In line with the law on disability discrimination, in some instances, we may treat children with SEN and/or a disability more favourably than their non-disabled peers and in some cases may make reasonable adjustments to put them on a more level footing with pupils without disabilities. No child will be refused admission to the school on the basis of their Special Educational Need. In line with the Equality Act 2010, we will not discriminate against children with SEN/SEND and we will take all reasonable steps to provide effective educational provision. For more information, please refer to our accessibility plan on our school website.

Support for emotional and social wellbeing

- We provide support for pupils to improve their emotional and social development in the following ways:
- We have a Mental Health Support Assistant working in school
- We offer emotional support groups, including Rainbows and Zones of Regulation.
- Children who are school refusers are supported by a trusted adult at key times throughout the day
- Families of children who are school refusers are supported by the Educational Welfare Officer.
- Pupils with SEND are encouraged to be part of the school council and other roles of responsibility
- Pupils with SEND may be supported at break times to promote teamwork and building friendships.
- Pupils and their families can meet with their class teacher or another trusted adult to discuss any concerns.
- We use the 'three houses' approach when talking with children and their families. This enables us to discuss what is going well, any worries and what we can change.

We have a zero-tolerance approach to bullying. Please refer to our anti-bullying policy on our school website.

Working with other agencies

We also work with the following agencies:

- School nursing service
- Child and Adolescent Mental Health Services (CAMHS)
- Educational Welfare Officer Family support workers
- Rainbows Action

Complaints about SEND provision

Complaints about SEND provision in our school should be made, in the first instance, to the child's class teacher or SENCO. If the issue is unresolved at this point, it will be directed to the Assistant Headteacher or the Headteacher.

The governor with responsibility for SEND may be involved. If the issue remains unresolved, we will follow 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 child.

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

Contact details for raising concerns in school:

SENCO - Fiaza Dogar: send@ourladyscowley.co.uk

Inclusion Leader – Carl Spackman: Send@ourladyscowley.co.uk

Headteacher – Tara Davies: office@ourladyscowley.co.uk

Governor with responsibility for SEND – Ellen McGuillycuddy: office@ourladyscowley.co.uk

Contact details of support services for parents of pupils with SEND

Oxfordshire Special Educational Needs and Disabilities Information Advice and Support Service or SENDIASS is a free, confidential and impartial service for parents and carers, children and young people.

The SEND Local Offer for Oxfordshire

This website provides information on local services and support available for families including children and young people aged 0 - 25 years with special educational needs or disabilities.

We highlight this to families in the school newsletter, in meetings with parents and by displaying flyers for the Local Offer in the school.

<https://sendiass-oxfordshire.org.uk/>

Monitoring arrangements

This policy and information report will be reviewed by the SENCo every two years. It will also be updated if any changes to the information are made during the year. It will be approved by the governing body.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Equality policy