

SPRINGHILL CATHOLIC PRIMARY SCHOOL

*We strive to achieve excellence in all that we do
as we follow the Gospel values of Jesus Christ.*



Together we will do our best for Jesus

SEND POLICY

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Adopted by the Governing Body: September 2023
Review Date: September 2025

Introduction:

This document is a statement of the aims, principles and strategies for provision for children with special educational needs at Springhill Catholic Primary School. It is based on *the 0-25 Years Special Educational Needs and Disability Code of Practice* (DfE 2014, updated 2020).

There are four broad areas of need and support which give an overview of the range of needs that should be planned for. They are

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory and/or physical needs

This policy outlines the procedures necessary for identifying and providing for children with SEND in this school, the people to whom referrals are made and the support which is available. It should be read in conjunction with the Teaching for Learning Policy, Behaviour Policy, Anti-Bullying Policy and Equal Opportunities Policy.

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision which is **different** from or **additional** to that which is normally available to pupils of the same age. Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age
- have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

Curriculum Intent:

The Special Educational Needs Policy grows from the school Mission Statement in that:

Together, we will do our best for Jesus

With this in mind and having regard to the provisions in the DfE Code of Practice, Springhill School aims that children, staff, parents, directors and outside agencies will work in partnership to ensure

- the early identification of Special Educational Needs and appropriate intervention and provision
- that all children with identified Special Educational Needs have access to a rich and fulfilling curriculum as is their right and entitlement
- that all pupils can learn and make progress
- that all pupils are valued equally

Curriculum Implementation:

All children are fully integrated in the life of the school. Pupils are offered a broad and balanced curriculum with high quality teaching and support, differentiated tasks, a range of teaching approaches and strategies and varied materials, tasks and programmes of work. Where appropriate full access curriculum will involve:

- the operation of individual targets which identifies areas of difficulty and breaks them down into achievable steps.
- Withdrawal where necessary, on an individual/group basis e.g. speech therapy/physiotherapy/literacy support. If a child is withdrawn for additional SEN support, careful consideration is always given to the timing of this withdrawal and reintroduction to the lesson. Class teachers should discuss the use of this strategy with the SENCO. Withdrawal from a classroom is an organisational strategy for teaching and is sometimes also used for pupils who do not have special educational needs. It is arranged on a needs basis and timetabled to ensure that pupils are not regularly excluded from particular subject areas and have full access to the curriculum.

The subject intentions are used to drive curriculum implementation alongside appropriate evaluated educational research. The school implements the SEND intentions in the following way:

Intent:	Research link:	Implementation:	Impact:
Children are identified as needing additional support at the earliest opportunity	Webinar: Early Identification and Intervention: Acting upon the Earliest Indicators of Need at Every Stage Whole School SEND	Staff raise any concerns with SLT and SENCO at the earliest opportunity. A cause for concern is raised, intervention put in place and child is monitored closely.	Children receive effective interventions at the earliest opportunity
High quality, differentiated teaching supports pupil's needs and ensures children make progress	SEND Code of Practice January 2015.pdf (publishing.service.gov.uk)	The quality of teaching for all children is of the highest quality and is documented through learning walks and monitoring	All children make good progress from their starting points

Process used and why:

The SEN support is provided in the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and the support that the pupil needs to make good progress and secure good outcomes. The graduated approach draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEN of children.

Curriculum Impact:

All children make good progress from their starting points and receive additional and/or different support ensuring that their needs are met. All children access a rich and fulfilling curriculum and they are happy and settled in school.

Roles and Responsibilities:

The Role of the Directors

The Directors, in co-operation with the Head teacher and the SENCO, determine the school's general policy and approach to provision for children with special educational need. Appropriate staffing and funding arrangements are established and Directors maintain a general oversight of the school's work. The SEN Director meets regularly with the SENCO.

The Role of the Head Teacher

The Head teacher has overall responsibility for ensuring that the policy is implemented.

The Role of the Special Educational Needs Co-ordinator (SENCO)

The SENCO has responsibility for the day-to-day management of the SEN Policy:

to ensure that SEN pupils are identified early and that their parents are kept informed of their progress

- to maintain a SEN list and oversee records
- to monitor SEN provision by scrutinising pupils' work
- to support, guide and motivate colleagues by disseminating examples of effective practice, giving advice on differentiation and organising any necessary in-service training
- to liaise with the relevant external agencies
- to arrange and chair all annual reviews of pupils with Education, Health and Care plans, compiling the necessary reports
- to attend appropriate SEN courses and meetings, reading appropriate materials and keeping up-to-date on current educational thinking
- to liaise with the SEN Director
- to provide formal in-school training and hold meetings with staff and the SEN Director to address SEN issues as they arise.
- to organise SEN resources

The Role of Class Teachers

The class teacher is responsible for:

- the provision of high quality teaching, including differentiation, in order to remove barriers to learning for SEND pupils
- the initial assessment of SEND pupils
- identifying targets for each SEND child and working with each child to achieve these targets
- designing programmes of work for each SEN child with the appropriate resources, in consultation with the SENCO
- recording pupils' progress
- logging behavioural difficulties and incidents
- liaising directly with parents and ensuring that they are aware of their child's targets
- liaising directly with outside agencies such as the Educational Psychologist
- implementing agreed recommendations.

Parental Involvement

The school has a duty to inform parents that special educational provision is being made for a child because the child has SEND. Parental partnership is highly valued and involves parents in the following ways:

- parents are notified of any concerns about the child by the class teacher
- parents are invited to share their concerns and discuss targets, either at an arranged parents evening or at other mutually agreed times
- parents are encouraged to support their child working on the identified short-term targets and to attend EHCP (Education Health and Care Plan) reviews
- parents of SEND children are invited, three times a year, to review progress and to share their views with the class teacher

Assessment:

All pupils with Special Educational Needs should be identified and assessed as early as possible and as quickly as is consistent with good practice.

The school follows the procedures for assessing and monitoring pupils' progress in accordance with the DfE Code of practice.

Initially, the class teacher will identify the SEND child by

- teacher observation
- teacher tracking of progress over time and monitoring performance
- past records, targets, class notes and reports
- the outcome of standardised screening and regular school assessment tools
- information from outside agencies and parents
- parental concerns

Intervention could be based on the practitioner's or parent's concerns about a child who, despite receiving appropriate early education,

- makes little or no progress, even when teaching approaches are particularly targeted to improve the child's identified area of weakness;
- continues working at levels significantly below those expected for children of a similar age;
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting;
- has sensory or physical problems, and continues to make little or no progress despite the provisions of personal aids and equipment;
- has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

After making initial observations and assessments, the class teacher will involve the SENCO, who may conduct further investigations and administer further tests and/or involve outside agencies. Where it is clear that a child is not making adequate progress, even though the teaching style has been differentiated and various strategies have been used, consideration should then be given to providing special education provision.

Special education provision refers to that which is **additional** to, or otherwise **different** from, the educational provision made generally for children aged two or over in schools maintained by the LA, other than special schools, in the area.

Health and Safety:

Individual risk assessments and behaviour plans are completed as appropriate and shared with all relevant members of staff. PPE is available for staff as detailed in individual children's risk assessments. Outside agencies are consulted to support school in meeting children's individual needs and managing risk assessments and behaviour plans.

SEND and More Able Pupils:

Not all pupils with SEND are working below age-related expectations in some/all areas of the curriculum. Staff recognise each child's strengths and ensure that they build on and celebrate these strengths.

Monitoring:

Provision maps are completed for each child detailing small and achievable targets. These are reviewed at least fortnightly. Provision maps form part of pupil progress meetings to ensure provision is appropriate and staff have the resources required to meet each child's needs.

Links to Catholic Social Teaching:

Catholic social teaching underpins teaching children with SEND. Teachers provide achievable targets for all SEND pupils and plan teaching in order for the children who are most in need to make progress.

Procedures for managing complaints:

Parents wishing to express concerns about any aspect of this policy or its implementation should contact the class teacher. Thereafter, they should make an appointment with the SENCO. If the complaint has not been satisfactorily resolved, a meeting will be arranged with the Head teacher, by the SENCO. (See Complaints Policy.)