

# St Peter's Catholic Primary



## **Special Educational Needs Policy 2022**

*St. Peter's Catholic Primary School is at the heart of a Christ-centred community where every person's uniqueness is celebrated & truly valued.*

*We promote caring, supportive relationships based on mutual respect, and nurture the partnership between home, school and parish. When we welcome the child, we welcome the family. We aim for excellence in all we do.*

### **1.OVERVIEW - Identification, Assessment and Provision**

St. Peter's primary school believes every child is special and has been created as a unique likeness of God. We respect the rights of all children and aim to develop the whole child and embrace their individual needs. The school is committed to providing a broad, relevant and balanced curriculum for all children, appropriate to their needs and abilities. We plan our teaching and learning in such a way that we enable each child to reach the highest level of personal achievement and to develop the knowledge, skills, understanding and attitudes necessary for their self-fulfillment. We believe that all our children should be fully included in all aspects of school life and we endeavor to adapt our teaching and resources to enable this.

This SEND Policy will be used alongside and in conjunction with The Local Offer offered by Tameside Local Authority and various other school policies namely The Attendance Policy, The Parental Involvement Policy, The Pupil Premium Policy, The Behaviour Policy, The Positive Mental Health and Wellbeing Policy and is embedded in the Teaching and Learning Framework of the school. It ensures that the SEN and disability Act and relevant code of practice are implanted effectively across the school.

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head teacher and the SENDCO this policy applies to all other members of staff, both teaching and support staff, in their day-to-day responsibilities.

### **2. OBJECTIVES - all teachers are teachers of children with special educational needs.**

1. We aim to provide high quality teaching, which is differentiated and personalised for all our children.
2. At the heart of the work of every class will be a continuous cycle of planning, teaching and assessing which will take account of the wide range of abilities, aptitudes and interests of children.
3. The majority of children will learn and progress within these arrangements but any children whose overall attainments, or attainment in specific subjects, fall significantly outside the expected range will be assessed to see if they require further support.

### **3 STRATEGIES**

**Children are identified as having a special educational need if they:**

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them 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 authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them." (Code of Practice September 2014)
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At St. Peter's we follow these three steps in order to provide the best learning opportunities for all our children.

#### **STEP 1**

- Many children can experience a delay in their learning and may not make expected progress for a variety of reasons. These children will have differentiated work prepared for them by their class teacher, in conjunction with support staff, which will be additional to the curriculum available in order to enhance their learning opportunities and enable them to access our full and varied curriculum to the best of their ability.
- The children's progress at this stage will be continuously tracked throughout the year by the schools tracking systems and parents will be kept fully informed.

- Our school rewards systems will be paramount at this stage to encourage self-esteem and ensure that all our children are proud of their achievements and remain enthusiastic and ready to learn.

## **STEP 2**

- When we identify a child who is requiring some extra support, we will work with the child and their family to create a personalised plan called a 4+1. This will show the short-term targets set for the child and the teaching strategies that will be used. It will also indicate the planned outcomes and the date to be reviewed. This review will take place once a term and will involve the child and their family. Teachers will use Tameside's Thrive document to support them in choosing the best strategies to support each child.

## **STEP 3**

- If classroom teachers have evidence that certain children are still not making good progress they will discuss next steps with the school SENDCO. We will then undertake consultations and seek advice from outside agencies in any or all of the four areas:
  - a. Communication and Interaction
  - b. Cognition and Learning
  - c. Social, mental and emotional health
  - d. Sensory and /or physical.
- Once a potential special educational need is identified, four types of action should be taken to put effective support in place
  1. Assess: 2. Plan: 3. Do: 4. Review
 and this will be known as the graduated response.
- Specialist Services and teachers with additional specialist qualifications may become involved in order to provide the best possible support for the child.
- Where a pupil is receiving Additional SEN Support, we will ensure that appropriate staff will review progress and set new targets for the child every half term. This process will identify the responsibilities of the parent, child and the school. With this in mind, the review will also include the child's voice, where possible, as they are at the centre of this whole process.
- Individual pupil progress at Additional SEN Support Level will be intensively monitored throughout the year by the school tracking system and personally by the Head-teacher in conjunction with the SENDCO.
- A full report on the progress of our children at Additional SEN Support Level will be presented to the Governing Body once per year and the identified SEND Governor will be encouraged to take a full challenging role regarding the progress of these children with both the SENDCO and Head-teacher.

## **Outcomes**

Should children still not be making appropriate progress at an acceptable level, the formal assessment procedures for an Education Health and Care Plan will be started by the SENDCO in conjunction with the Parents and other Specialist Services following the legal assessment procedures outlined in the Local Offer by Tameside Local Authority.

Details of these arrangements are available from our SENDCO.

## **4 The Role of the SENDCO:**

- To be an advocate and voice for the children in our school who require some additional support in order to access our full and varied curriculum.
- To act as a link with our children's families to ensure that we are all working together to achieve the best possible outcomes for the children.
- To support staff in accessing the appropriate support, training and resources that they need in order to fulfil their role and meet the educational needs of all the children in their class.
- To act as a link with other agencies – using their knowledge and expertise to support the children, staff and families where needed.
- To manage the day-to-day operation of this policy so that we have a whole school approach in meeting the needs of all our children.
- To oversee the achievement and attainment of all children with a special educational need.
- To regularly monitor and evaluate the SEN provision throughout the school and report to the governing body via liaison with the SEND Governor, Phil Murphy.
- To manage a range of resources, human and material, to enable appropriate provision for children with special educational needs.
- To contribute to the professional development of all staff.

## **5 The Role of the Governing Body**

- The governing body has due regard to the Code of Practice 2014 when carrying out its duties toward all children with special educational needs.
- The governing body does its best to secure the necessary provision for any child identified as having a special educational need. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the Local Authority and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with SEN. The governing body ensures that parents are notified of a decision by the school that SEND provision is being made for their child.
- The governing body has identified a governor to have specific oversight of the school's provision for pupils with SEN. The head teacher ensures that all staff who teach a child with an Education, Health and Care Plan (EHCP) are aware of the nature of the plan and are able to meet the requirements set in their classroom.
- The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

## **6 Allocation of resources**

- The Head Teacher and SENDCO have responsible for the operational management of the specified and agreed resourcing for special educational needs provision within the school, including the provision for children with EHC Plans.
- The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- The head teacher and the SENDCO meet annually to agree on how to use funds directly related to SEND, including the funding for children with an EHCP. The support timetable is compiled in line with current pupil needs, educational initiatives and the delegated SEND budget.

## **7 Assessment**

- Early identification is vital for our children. It is crucial that the class teacher informs the child's family at the earliest opportunity to alert them to concerns and enlist their active help and support.
- The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
- The SENDCO works closely with parents and teachers to plan an appropriate programme of support that ensures the best learning opportunities for our children.
- The assessment of children reflects, as far as possible, their participation in the whole curriculum of the school. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- The school system includes reference to information provided by:
  - baseline assessment results
  - progress measured against National Curriculum Year group objectives and end of key stage expectations, including pre-key stage expectations and the engagement model
  - standardised screening and assessment tools
  - observations of behavioural, emotional and social development
  - an existing Statement of SEND
  - assessments provided by a specialist service such as educational psychology
  - previous schools that have provided for a child's additional needs

## **8 Access to the curriculum**

- All children have an entitlement to a broad, relevant and balanced curriculum, which is differentiated to enable children to:
  - understand the relevance and purpose of learning activities;
  - experience levels of understanding and rates of progress that bring feelings of success and achievement
  - to enjoy their learning and look forward to each day at St. Peter's.
- Teachers use a range of strategies and teaching styles to meet the educational needs of all children. Lessons have clear learning objectives; we differentiate work appropriately and we use assessment to inform the next stage of learning.
- All children who are identified as having a special educational need will have a personal plan (4+1) which details their area of need and the short term outcomes for the child. The plan will be created by the class teacher, parents and child and is monitored by The SENDCO. This follows the graduated response of

1. Assess: 2. Plan: 3. Do: 4. Review

and takes into account targets and advice from outside agencies.

- We support all our children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible we ensure that children are taught alongside their peers, however there are times when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation.

## **9 Partnership with Parents**

- We will work closely with our families to support all children with a special educational need. We encourage an active partnership through an ongoing dialogue with parents.
- The school prospectus contains details of our policy for special educational needs, and the arrangements made for children within our school. The Governors' Annual Report to Parents contains an evaluation of the policy in action. The Designated Governor takes a special interest in SEND.
- We have regular meetings with the child and their parents to review progress and set new targets. This process also identifies the responsibilities of the parent, child and the school. At St. Peter's we like to celebrate all of our successes and therefore we provide information about a child's strengths as well as their areas of need.

## **10 Pupil participation**

- In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. Throughout the school we recognise the importance of children developing social as well as educational skills. Therefore, the children are involved, at an appropriate level, in deciding their targets and are encouraged to attend the review meetings. The children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.
- Children who are on our SEND register are invited to share their pupil voice with us through a child-friendly survey. Their answers are incredibly valuable and are shared with their family and all relevant staff. We strongly feel that by knowing our children well, we can provide the best opportunities for them all.

## **11 Links with other schools/transition arrangements**

- Class teachers of children joining from other schools will receive information from the previous school.
- Prior to children with SEND transferring to High School, the class teacher and/or SENDCO will meet with the SENDCO from the High School to share information about the child's specific needs in order to ensure that the appropriate support can be put in place from the outset. All relevant documentation will also be sent securely to the child's new school.
- The same procedures are followed for any children who are leaving our school prior to Year 6.

## **12 Monitoring and evaluation**

### **Special Educational Needs (SEND) Policy**

- The SENDCO monitors the movement of children within the SEND system in school. The SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- The SENDCO is involved in supporting teachers, when needed, in setting new targets for the children. The SENDCO and the Head Teacher hold regular meetings to review the work of the school in this area. The Head Teacher and the named governor with responsibility for SEND also hold termly meetings.
- The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENDCO reports the outcome of the review to the full governing body.

Rachel Russell

Date: September 2022

Date approved by the Governing Body: 8<sup>th</sup> November, 2022

To be Reviewed September 2023