

Sacred Heart Hindsford R.C. Primary School

SEND Policy



Policy written by E. Wilde
School number: 01942 883429

SEND Lead

Updated September 2022

Accepted by Governors: J. Carter signed (chair)
J. M. Dermott signed (Head)

Shared with staff: date: September 2022

**By living out our Catholic faith
TOGETHER
we ENCOURAGE
and ACHIEVE
"I have called you by name"**

Special Educational Needs Code of Practice 2014

In July 2014 the DfE produced a new SEND (Special Educational Needs and Disability) Code of Practice, which defines SEND as:

- *'A child or young person has SEND if they have a learning difficulty or disability which calls for special provision to be made of him or her.'*
- *'A child of compulsory school age or a young person has a learning difficulty if he or she:*
 - (a) has a significantly greater difficulty in learning than the majority of others of the same age.*

OR

- (b) has a disability which prevents or hinders him or her from making use of facilities, of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.'*

'A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The new SEND Code of Practice came into force in September 2014, which brought into place many significant changes. Further information can be found at:

<https://www.gov.uk/children-with-special-educational-needs>

From the new code of practice all local authorities required to produce a local offer, this is to state what provision they make for pupils with SEND across education, health and social care. More information on Wigan Authorities Local Offer can be found at:

www.wigan.gov.uk/sendlocaloffer

<https://www.wigan.gov.uk/business/professionals/educational-support/ASC-Pathway-Service.aspx>

Further information on our school SEND information can be found on the school website, as follows:

www.athertonsacredheart.wigan.sch.uk

The list below are not categories of SEND, but may impact on progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

These categories are addressed via different routes rather than the SEND graduated response.

At Atherton Sacred Heart Catholic Primary School, we believe that all children are entitled to a broad balanced and relevant curriculum. All children are encouraged to achieve their full potential and to be included in the social and academic life of the school. We aim to provide educational experiences that take into account the individual needs of all children, appropriate to their level of ability.

Aims

- To identify children who have SEND as early as possible.
- To work with guidance provided in the SEND Code of Practice 2014.
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To monitor the progress of all pupils and therefore implement intervention strategies which are appropriate to the needs of the child.
- To make appropriate provision to overcome barriers to learning and ensure that children with SEND have full access to the curriculum.
- To ensure the equality of opportunities for all children.
- To work in partnership with parents, actively encouraging their participation and involvement.
- To work with and in support of outside agencies so that a child’s needs are addressed as early as possible.
- To take into account the child’s views when appropriate.
- To create a school environment where pupils can contribute to their own learning.
- To ensure data protection and confidentiality for the children on the SEND list.
- To consider the teaching implications and the implications for inclusive practice of the above.

Roles and Responsibilities

SENCO (Inclusion Manager) - Miss Eleanor Wilde

- To oversee the day to day operation of the school’s SEND policy.
- To co-ordinate the provision for children with SEND.
- To ensure that appropriate provision is in place for each individual child, relevant to their specific needs.
- To ensure relevant and achievable targets are created for children with SEND.
- To liaise with parents, teaching and non-teaching staff, the Headteacher, governors and external services.
- To maintain and update the relevant documentations.
- To advise on the deployment of the school’s SEND budget and resources.
- To be a key point of contact for the local authority support services.
- To keep the school governors up to date on any recent developments within SEND and the provision provided.
- To monitor the quality and effectiveness of the SEND policy and provision

The Headteacher- Mr Ian McDermott

- To lead and develop a vision for Inclusion within the school.
- To ensure that the school improvement plan includes a SEND/Inclusion priority.
- To check the quality of teaching and learning with regard to SEND.
- To work closely with the school's Inclusion Manager.
- To take overall responsibility for the SEND provision within school.

Class Teachers

- To provide Quality First Teaching for all children.
- To be responsible for meeting the special needs of all children.
- To measure and monitor progress, identifying appropriate strategies / interventions to support the child.
- To identify and reduce barriers to learning.
- To differentiate the curriculum to provide maximum access for all pupils.
- To discuss planning and assessment with additional support staff.
- To understand and follow the graduated approach for the pupils of SEND.
- Be actively involved in the 'assess, plan, do, review' cycle with parents, pupils and all relevant teaching staff.

Teaching Assistants

- To be knowledgeable about the additional needs of the pupils they support and ask for further clarification if needed.
- To enhance access for pupils with additional needs to mainstream lessons.
- To provide a balance between intervention and encouragement of pupil independence
- To plan with teachers for effective differentiation of the curriculum.
- To discuss jointly pupil progress and achievements.

Parents

- To take an interest in their child's education and learning journey.
- To listen to their child's anxieties and worries.
- To support homework and out of hours learning activities.
- To ensure their child attends school regularly.
- To inform their child's teacher if their child is worried about aspects of school life or their learning.
- To communicate effectively with all school staff.

Governors

To have regard for the SEND Code of Practice, implement the reforms and provide strategic support to the Headteacher.

- To work with the school staff to ensure that the school meets its responsibilities under the Equality Act.
- To ensure the necessary provision is made for pupils with SEND.
- Report to parents on the implementation of the schools SEND Policy.
- Are knowledgeable and up-to-date about the schools strengths and areas for development in relation to SEND provision.
- To check that SEND and Inclusion is an integral part of the school.

Designated Safeguarding Officers - Ian McDermott Eleanor Wilde Steven Gore

Staff member responsible for managing PPG funding - Ian McDermott

Identifying Special Educational Needs

As set out in the new SEND Code of Practice, the four main areas of need are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health
4. Sensory and/or physical

Arrangements for coordinating SEND provision

The SENCO will hold details of all SEND records for individual pupils. These are stored in a locked area, to ensure confidentiality.

All staff can access:

- The school SEND Policy.
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice.
- Information on individual pupil's special educational needs, including pupil profiles and their Individual Education Plans.
- Practical advice, teaching strategies and information about types of special educational needs and disabilities.
- Information available through Wigan's Local Offer.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements. This knowledge will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

Admission Arrangements

Atherton Sacred Heart Catholic Primary School has adopted the criteria set in the Archdiocesan Admissions Policy.

Allocation of Resources

The school provides additional classroom assistance time for children who are SEND. Those children with EHC Plans will receive their recommended entitlement based on individual needs. Class teachers constitute the main resource for SEND, supporting children through differentiation, provision of individual resources and use of additional adults in the classroom.

Graduated Response

The school has adopted a graduated approach of action and intervention as outlined in the Code of Practice (2014).

1. High Quality Teaching

High quality teaching is always the first response. All pupils should be provided with high quality teaching with some differentiation for individual pupils with significant or complex needs. This will be regularly reviewed through teaching observations and other monitoring strategies. If necessary, further training will be provided for staff to build up their bank of strategies to support children with SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who access support from teaching assistants or specialist staff.

Any children who are achieving significantly below national expectations for their age range will be carefully monitored by the class teacher and SENCO. Once identified as possibly having SEND, they are carefully monitored to identify their specific learning difficulty. This may mean the SENCO or another adult from the Targeted Education Support Services (TESS) will observe the child in the classroom environment.

Parents/carers will be kept fully informed of any findings and will be encouraged to share any other information and knowledge of the child with the school.

2. SEND

Once identified as having Additional Needs, the child will be placed onto the SEND register and will be provided with targets set out on a child centred plan. This is to ensure that any barriers to learning are removed and effective provision is put in place.

A child centred plan contains all information relevant to a child's SEND, it enables the SENCO to keep historic and current evidence of additional support and interventions. It includes achievable targets for the pupil to work towards. These will be set by the teacher or SENCO.

The support provided consists of a four part process:

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

This is a continuous cycle to ensure that provided provision is refined and revised to enable the child to make progress. Parents will be informed regularly on the progress of their child and the development of their targets.

If the child continues to not make adequate progress at this SEND stage, the SENCO may seek help from outside agencies. These professionals provide recommendations and support to target and refine a pupil's individual provision. Depending on the needs of the child, these may include:

Educational Psychologist
TESS Team
School Nurse
Speech and Language Therapy
CAMHS (Child and Adolescent Mental Health Service)
EMAS (Ethnic Minority Achievement Service)
Outreach Practitioners

3. Referral for an Education, Health Care Plan

If after time following the recommendations of the TESS and/or EP a child continues to make little progress, the SENCO, Headteacher, or parent may request an EHC referral. An EHCP is an Education, Health, Care Plan for pupils with complex or a significant level of additional needs.

The EHC referral requires information from all parties involved with the child, including:

- Parents
- Teachers
- SENCO
- Pastoral Manager
- Social Care (if appropriate)
- Health Professionals
- Educational Specialists

Information will be gathered over a period of time. This includes the current provision a pupil accesses and the impact of the provision. A decision will be made by a group of people from Education, Health and Social Care (the 'panel') whether the pupil merits an EHCP.

Education, Health and Care Plan

An Education Health & Care Plan is a legally binding document which sets out the provision the child must receive to support their Special Educational Needs. The LA provides the school with additional funds to cover the costs of this provision. This is used for Teaching Assistant Support and/or specialist teaching and equipment. This support may be some 1-2-1, group work or in-class support. Education, health (and sometimes Social Care) targets are followed.

Each year the school must hold an Annual Review with the parents and (sometimes) the outside agencies involved with the child to assess the child's progress. A representative from the LA may attend these reviews. Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions may already have an EHCP when they start in the Early Years Foundation Stage class. The same procedures towards making provision, target setting and reviewing are actioned as soon as the child starts school. These children must also have a Care Plan and, if appropriate a Moving and Handling Plan drawn up by the school and specialists either from Wigan Children Services or the NHS medical services.

Access to the Curriculum

All children experience the full range of curriculum opportunities. Through Quality First Teaching, teachers plan for differentiation within the classroom ensuring that all children gain access to the curriculum at their level. Wherever possible all children have access to extra-curricular activities. The four strands of action are taken into account when planning provision for children with SEND. These are:

1. Assessment, planning and review
2. Grouping for teaching purposes
3. Additional human resources
4. Curriculum and teaching methods

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

Evaluating the Success of Provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

Pupil Participation/Pupil 'Voice'

The views of the child should be sought where practical, taking into account age, maturity and capability. When the initial concern form is completed the views of both the child and the parents are sought. Prior to a review, progress towards targets are discussed with the child.

Links to Support Services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Policy Evaluation

The schools SEND policy will be successful if the following criteria are met:

- Self-esteem and confidence are developed
- Good progress is made in learning, social and personal skills, or improvements are made in behaviour.
- Pupils are fully included in the normal life of school.

SEND Training

Provision will be incorporated into the school development plan as appropriate and is delivered in the following way:

- In school/courses/ external consultancy.
- The SENCO also attends termly network meetings led by the LA.

For further information regarding the local authority's SEND provision, please see Wigan Council's local offer.

www.wigan.gov.uk/SENDdlocaloffer

Policy written by E. Wilde – SEND Lead

Date: September 2022

Review date: September 2024