



**SS. Osmund & Andrew's RCP School**

## **SEND Policy**

***Together in Love, Growing in Faith, A Journey of Hope.  
Together in Love, Faith and Hope.***

## **Mission Statement**

Together in Love, Growing in Faith, A Journey of Hope. Together in Love, Faith and Hope.

## **Statement of Intent**

All our pupils at SS Osmund and Andrew's RCPS are entitled to a broad, balanced, relevant and accessible curriculum through which they can thrive, reach their potential and make valued contributions to the community of the school. We are committed to providing a safe, enjoyable and stimulating environment. We aim for pupils to commit to the concept of life-long learning, excitement for future possibilities, raised aspirations and the importance for individual resilience needed to overcome barriers in learning.

The staff team share responsibility to meeting, valuing and nurturing the individual needs of all our pupils. Every teacher is a teacher of every pupil and so embraces the unique strengths and needs each pupil brings.

## **Aim**

**The aim of this policy is to ensure all our pupils receive the best provision possible, a Catholic education that enables all children to thrive and learn.**

**This requires staff to work collaboratively towards these outcomes:**

- To fully implement the *2014 SEND Code of Practice: 0-25 Years* to include statutory requirements and guidance for meeting the needs of disabled children as well as those with SEN.
- To recognise that children and their families are at the heart of the SEN process, represent their aspirations and viewpoints at all stages of the process and provide clear information within the School Offer to be updated annually by the SENCo.
- To maintain a successful collaboration between home, teacher, school and child with clear, frequent and comfortable communication opportunities.
- To include the child in evaluating success and in future learning and progress.
- To assess each pupil's individual educational and developmental needs and to provide an education which is specific and individual in meeting those needs.
- To collaborate with Education Support Services and representatives from Health and Social Care to provide support and high quality provision for children and their families.
- To ensure teachers incorporate the needs of all children with SEND in a teaching and learning environment that is fully inclusive, including adjustments necessary to the environment, planning and delivery of a highly differentiated curriculum.
- To implement a graduated approach in response to identifying and supporting children identified as having SEND.

## **Objectives – How to meet Identified Outcomes:**

- All teachers and teaching assistants will work in partnership with parents encouraging them to be actively involved in their child's education and keeping them informed of progress.

- The SENCo will work closely with parents and services through positive engagement with the Early Help Process (EHA)
- The child will be encouraged to take responsibility for his or her own learning by being involved in drawing up supporting documents to include Provision Maps, Profile and Passports.
- All children with additional needs will have insight into their barriers to learning and strategies to address areas of need with increasing independence.
- Children with SEND will be identified as early as possible to enable early interventions and reasonable adjustments can be made in accordance with successful inclusion requirements.
- All Staff will follow our Graduated Approach in response to children identified as having SEND and will utilise strategies and approaches clearly defined in the 3 waves of intervention.
- All teachers will be responsible for providing differentiated and individually appropriate provision for children identified as having SEND. Planning and assessments for learning will evidence a child's individualised access and progress within a broad and balanced curriculum.
- The SENCo will support staff in identifying children in order to maintain a register of pupils with SEND which will be updated regularly. Ongoing support will then be provided for teachers, families and the children identified. Our school SEN Team will support teachers and TA's in providing a learning environment to help children make maximum progress through overcoming specific and often enduring individual barriers to learning.

### **Admission Arrangements**

The process for admitting children with special needs is the same as for any other child. A risk assessment may be undertaken in relation to the nature of the SEN or Disability. Extra time and support for families from the SENCo is available and can greatly help with transition into school.

### **Facilities and Equipment**

The school is presently a single storey and on one level. There is access for wheelchairs through the front entrance and some other external doors including classrooms. There is a disabled toilet and a shower room with disabled access and facilities. A discrete nappy changing area is available if needed for an individual pupil.

### **Allocation of Resources**

The school budget is partly funded on pupil numbers, currently the funding is just below £4,000 per pupil to fund all resources within the school. Additional provision for identified pupils must be found from within this school budget. Children with an EHCP are further supported by a small amount of additional funding from the LA. Teachers are responsible for implementing Teaching and Learning requirements from the EHCP. This is monitored and reviewed termly with the SENCo.

## **Universal Funding**

### **SEN Support Funding**

This is money that may be needed to support provision for an individual child with complex needs in school. This will fund additional target support provided by Teaching Assistants, the Class Teacher, provision in the environment and the SEN Team. Information is shared and referrals to supporting professionals are made through the Early Help Assessment (EHA) process, usually with the SENCo as Lead Professional. Agencies referred to include Ladywood Outreach and Specific Learning Difficulties Team, Speech and Language Therapy, Educational Psychologist, Bolton Behaviour Support and Health and Social welfare services. Information and advice will be directly shared with all staff involved with the pupil throughout the day. Children within this vulnerable group are identified on planning and assessed using appropriate tools e.g. P Levels to identify even tiny steps in progress.

### **Pupils needing support from High Needs Funding Education Health Care Plans**

Pupils with significant, complex and long term needs may require additional LA High Needs Funding and Education Care Plans in order to access an appropriate and successful education. School must contribute the first £6,000 of funding before an additional funding stream can be accessed. The SENCo will have supported the teacher and school staff, whilst working closely with Families and Support Services to implement all strategies and provision to support teaching and learning for the individual pupil.

When more provision is needed, an application for an Education Health Care Needs Assessment (EHCPNA) is applied for by the SENCo. Top up funding, based on the child's level of need, is available through funding from the High Needs block. The SENCo applies for this when school requires funding beyond an additional £6000 in order to meet a child's additional learning or developmental needs or disability successfully within school. Reports from all agencies involved are required to support the application. Ladywood Outreach or Bolton Behaviour Support Services must provide Education, Health and Care Assessment Advice for an application for High Needs Funding to be processed by Bolton LA.

### **SEN Identification, Assessment and Review Procedures**

#### **Identification**

There are four broad areas of need as set out in the Code of Practice (CoP, 2014).

These are as follows:-

1. Communication and Interaction;
2. Cognition and Learning;
3. Social, Mental and Emotional Health;
4. Sensory and/or Physical

In keeping with the Catholic ethos of the school, all areas of need are catered for in such a way as to ensure the child's overall wellbeing.

The following areas are not indicators of SEN but may negatively impact on pupil progress and attainment:

- Disability - The CoP outlines reasonable adjustments – a disability does not alone mean identification of SEN
- Attendance and Punctuality
- Being a looked after child
- Being in receipt of Pupil Premium funding
- Having English as an additional language
- Health and Welfare

School staff follow the 'Graduated Response' identified in the Code of Practice. This involves applying the **Assess, Plan, Do Review Cycle** initially for a term to support pupils making less than expected progress through having barriers to learning. School staff distinguish under achievement from Special Educational Needs provision and good practice.

#### **Initially, Wave 1, the class teacher will inform the SENCo and:-**

- Use the information provided to identify individual needs (**Assess**) and then **plan** for curricular development in universal provision through (**Do**) adjustments and differentiation for the pupil. Undertake an Initial Concerns meeting with the pupil's family.
- Use the Foundation Stage data/KS Assessments to show and **review** what the child Use opportunities to observe and assess the child regularly and use this to plan quality first teaching, effective provision and the next steps in the child's learning.
- **Assess** impact and if progress isn't sufficient further support from the SEN Team will be requested. The child is on the register for Wave 2 into 3 Support. Advice from appropriate external agencies may be requested using the Early Help Assessment (EHA). This will enable regular, supportive feedback to parents and fully involve them at all stages of their child's education.

#### **Provision for SEN Register Wave 2 and 3 Children with SEN Support**

Class teachers in every year group identify children whose performance continues to be significantly below that of their peers despite additional provision.

- Regular observations, completion of provision maps and monitoring of the pupil in the classroom by the Teacher/TA/SENCo/ Learning Mentor
- Pupil progress each term against Age Related Expectations and target outcomes/provision on pupil provision maps
- Pupil performance against age related expectations at the end of each academic year and Key Stage assessments

- Standardised Tests – the Salford Test is used to identify children with reading and comprehension difficulties. Spelling tests used in Year 2 to Year 6 to assess spelling ability and analyse children’s spelling strategies.
- Use of the Boxall Profile for children with Social Emotional and Mental Health Difficulties.
- Teacher and SENCo analysis of the assessment tracking system and data to identify and closely monitor progress rates for all children on the SEN register.
- Referral to and advice from specialists and supporting agencies using their assessment criteria e.g. A Speech Therapist’s assessment criteria for receptive and expressive language skills.

## **SEN Support**

Children are added to the SEN Register and receive SEN support if earlier Wave 1 actions are not sufficiently impactful and the pupil:

- Makes little or no progress even when teaching approaches are targeted, particularly in a pupil’s “identified areas of weakness.”
- Continues working at National Curriculum levels or making progress significantly below age related levels of expectation (-2 academic years) despite quality first teaching and intervention.
- Presents persistent emotional behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical needs and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress, despite the provision of a differentiated curriculum, visuals and advice actions provided by SALT.

This will involve:

- Parents informed
- SENCo involved; planning future support, monitoring and reviewing action taken
- Further assessment/collection of all known information
- Provision Map and/or Passport drawn up, discussed with pupil and parents and signed by both.
- Target support and provision for pupils that continue to make little or no progress in specific areas over a monitored time, have continued difficulty in developing literacy and numeracy skills, have emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individual behaviour management programme
- Addressing sensory or physical needs, and requires additional specialist equipment or referrals, regular advice or visits, providing direct intervention to the pupil or the staff, by a specialist service
- Supporting ongoing communication or interaction difficulties that impede the development of social relationships and causes substantial barriers to learning.

Outside specialists/consultants will be able to advise on new and appropriate targets for the pupil's Provision Map, Passport and accompanying class-based strategies.

### **School Referral for High Needs Funding with an EHC Plan/ Statutory Assessment**

The application for an EHC Plan and High Needs Funding is made to the LA when a child demonstrates significant and enduring cause for concern in one of the 4 categories. School will have gathered substantial evidence of actions undertaken to remove the child's barriers to learning, reasonable adjustments made in order to provide a curriculum tailored to meet the individual, often complex requirements of a child with additional needs.

The LA will then make the decision if a pupil is to be assessed for an EHCP.

### **Review and Movement off the SEN Register**

The progress made by pupils on the SEND Register is reviewed usually each term. Parents are informed of the outcomes and new targets set. Wherever possible, the child will take part in the review process and be involved in setting the targets. Children will be taken off the register if progress towards target outcomes improves, barriers to learning are reduced and strategies are successful. Actions moving forward to ensure the pupil continues to make progress will be agreed by all parties involved.

### **Access to the Curriculum**

Provided via all that has been identified so far and specifically:

- Targeted adult support and intervention
- Quality first teaching with adaptations
- Individual or group support
- Technology and computing resources to include access to iPad and software.
- Implementation of specific strategies and programmes provided by external agencies
- Use of scaffolds to support and promote independence and executive functioning skills

### **Inclusion Within the School**

It is a whole school responsibility to ensure that all pupils have the greatest possible access to all areas of the curriculum, in the most inclusive way possible. Class teachers are directly responsible for the teaching and learning of all children in their class. Subject co-ordinators and KS Leads must ensure that suggested ways for provision, available resources and strategies for access are included in their subject policies to match individual needs. This is also supported by the whole school approach to SEND with regard to resources, both human and material, and whole school planning and provision from the LA.

### **Roles and Responsibilities**

**Provision for pupils with SEND is a matter for the school as a whole.**

## **Governors**

- Ensure that the school works together with the aim of providing an inclusive curriculum, accessible to all.
- Maintain an overview of funding, staffing and provision for children with identified SEN and/or Disabilities.
- Meet with the SENCo regularly to see first-hand the school provision, monitor impact of strategies and learn about new initiatives through attending regular and relevant meetings.

## **SLT**

- To manage and facilitate the day to day implementation of the SEND policy.
- To have a shared understanding of the aims and objectives of the policy and monitor classroom implementation through the whole school teaching and learning monitoring cycle
- To maintain an up to date understanding of best practice in supporting children with additional needs in an inclusive, holistic, positive environment which supports collaboration with and implementation of guidance across school from School Support Services
- To monitor funding and school practice through ongoing liaison with the SENCo
- To promote the attitudes and skills so all children aspire to learn and be the best they can be

## **The Special Needs Co-ordinator (SENCO with the NASENCo Qualification)**

### **Key responsibilities of the SENCo are to:**

- Ensure the Statutory requirements of the Code of Practice are understood, implemented and maintained throughout school.
- Meet regularly with the Senior Leadership Team (SLT) and the Governor responsible for SEND to discuss and review the policy and progress in learning and development made by children identified as having additional needs.
- Monitor, evaluate and co-ordinate the provision across school and track progress made by pupils identified as having SEN.
- To collaborate with pupils and their families and Professional Colleagues to prepare for and lead EHAs, SEN Support and EHCP meetings to include mid/Annual Person Centred Reviews.
- Maintain and update the School Offer annually
- To oversee the day to day operation of the Policy
- Effectively lead, monitor and support the EYFS/KS1 and KS2 Learning Mentors, SNAs designated to children with EHCPs and TAs providing support and intervention for children with SEN and/or Disability to maintain exemplar practice and raise standards in the classroom and the progress of more vulnerable pupils
- Provide support and advice for teachers maintaining the graduated response to meet the needs of individual pupil's within the classroom



- Contribute to in-service training of all staff and provide up to date information and training opportunities
- Liaise with outside School Support Services to include agencies such as Educational Psychology, Ladywood Outreach, BBSS Health Services- OT,PT and SaLT, Social Care and voluntary bodies
- Maintain a current register of children with SEND.

### **The Class Teacher**

All teachers are teachers of children with special needs. The responsibility for the education of all children including SEND pupils is that of the class teacher. Provision for children with special needs has to be included and clearly evident in Teacher's planning, provision and evaluation. Additional materials to support the needs of identified pupils must be included and easily accessible within the universal class provision.

#### **Class teachers should also:**

- Prepare, implement and review individual pupil supporting documents to include Provision Maps, One Page Profiles, Boxall Profiles and Passports as appropriate.
- Inform the SENCo of any new concerns or developments that may require action or resources.
- Undertake a structured approach to providing SEN Support in school in response to all children identified as having SEN.
- Maintain information in the special needs and class provision file.
- Provide highly differentiated teaching and learning evidenced in planning, scaffolding of instructions and modified task, clear target outcomes and by directing adult support, provision of additional materials and use of visual prompts.
- Use appropriate teaching methods and organisation to create a learning environment whereby barriers to learning are clearly identified, understood, addressed and reduced or removed to impact on pupil progress and outcomes, closing any existing gaps between pupils with SEND and their peers.
- Evaluate progress on a termly basis and review with the SENCo.
- Suggest the purchase and organisation of appropriate teaching materials.
- Continually review intervention and SEN programmes to ensure that children are making maximum progress in every learning situation and the adults deployed clearly know the learning intention and success criteria and how to evaluate every activity

### **Support Staff**

Teaching assistants work with target children individually and in small groups, following teachers' planning and giving feedback on children's progress towards the intended learning. Staff are utilised to deliver programmes that have been modelled to them by external agencies, the SENCo and the learning mentors. Class Teachers must ensure learning activities are planned, assessments for learning maintained and outcomes identified. This provision should then be regularly monitored by the SEN Team in consultation with both the Deputy and Head Teacher.

## **Complaints Procedure**

Concerns and complaints should initially be directed to the class teacher. If the complaint is not resolved, further discussion with the SENCo should be arranged. If the complainant is still not satisfied a further complaint may be made to the Headteacher. If there is still cause for concern, the SEND Governor will be contacted.

## **Links with Other Schools, Including Arrangements When Pupils Change Schools or Leave School**

If a pupil on the SEND Register moves to another school, parental agreement is needed to pass on records to the new school. These would include EHAs, Provision Maps, Passports, standardised test results including SAT's, teachers assessments, advice from supporting agencies, summaries of meetings with parents and examples of work.

When transferring to secondary school, SENCo's from the secondary schools arrange a meeting with the Year 6 class teachers and the SENCo from SS. Osmund and Andrew's. All records are then passed on to the secondary school as soon as the children transfer.

The SEND Department of Thornleigh Salesian College arranges termly meetings with the SENCos from all its feeder primary schools to share good practice. LSAs also come into school to meet and support identified pupils in Classes 8 and 9. An agenda of current issues is drawn up and discussed at these meetings, to which specialists from outside agencies are usually invited.

Ladywood Outreach and BBSS can provide transition support and information for all families and children with significant vulnerabilities and/or EHC plans.

## **Supporting Pupils and Families**

The school maintains links with relevant services and voluntary organisations to help pupils and their families to access relevant support from agencies including:

- The School Nurse and Health Visitor
- IAS: Information Advisory Service for Parents
- Social Care
- Speech and Language Therapists
- Educational Social Worker
- Physiotherapists
- Occupational Therapists
- Start well- Triple P Parenting and Family First
- Independent Advisory Service-IAS
- COG- Children's Opportunities Group
- SNUFS – Special Needs Under Fives Support

