

St Cuthbert's Catholic Primary School



Special Educational Needs and Disabilities Policy

Date Adopted:	Sept 2023
Person Responsible:	Headteacher

Signed: Mrs J. Wadeson (Person Responsible)

Date: Sept 2023

Signed: Mr J. Rushton (Headteacher)

Date: Sept 2023

Signed: Mrs R. Fisher (Chair/Governor)

Date: Sept 2023

School Mission statement

With Jesus we love, learn and pray; to grow in the St Cuthbert's way.

Our Values

Loving Honest
Charitable Respectful
Aspirational Faithful
Positive Forgiving

School's Aims

To proclaim Jesus Christ as the centre of our school community.

"Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight." Proverbs 3:5

To enjoy times of prayer and worship together.

"Our Father in heaven, hallowed be your name, thy kingdom come, your will be done, on earth as it is in heaven." Matthew 9-10

To be a vibrant place; where we can all feel loved, and all visitors are welcomed with warmth and respect. Recognising that everybody is created in the 'image and likeness of God.'

"Welcome one another as Christ has welcomed you, for the glory of God." Romans 15:7

To promote; a love of learning, an enthusiasm to succeed and aspirations to 'dream big'.

"Commit your work to the Lord, and your plans will be established." Proverbs 16:3

To ensure each and every one of us has the opportunity to thrive; to share the 'gifts' we have been blessed with, and to achieve to our full potential in all that we do.

"I can do all this through him who gives me strength." Philippians 4:13

To feel safe, respected, loved and valued, so we have the confidence and resilience to 'make a difference.'

"God is our refuge and strength, an ever-present help in trouble." Psalm 46.1ning light in our parish,

To be a shining light in our parish, in our community and in our world.

For where two or three are gathered in my name, there I am among them." Matthew 18:20

Be a place where it is ok to make mistakes. Forgiveness makes every day a new beginning.

Special Educational Needs and Disabilities

Policy

(SEND Policy)

This SEND policy is written to comply with the 2014 children and Families Act and its SEND Code of Practice together with the Equality Act 2010. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

This policy has been devised by collaboration between SENDCos, Special Educational Need Co-ordinators, across the WOWs network of schools – 18 schools in the Winstanley, Orrell, Worsley Mesnes, Norley Hall and Marsh Green areas. Professionals within all schools have been involved in consultation including teachers, governors and support staff as well as parents and pupils.

The SENDCo at St Cuthbert's Catholic Primary School is Mrs Wadeson (Deputy Headteacher). At St Cuthbert's we believe that every teacher is a teacher of children with special educational needs.

Definition of SEND

The 2014 Code of Practice says that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, 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.

2014 SEND Code of Practice: 0 to 25 years – Introduction xiii and xiv.

Aim: To ensure that we provide a fully inclusive and valuable education for all pupils regardless of age, ability, gender or ethnicity.

Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To raise aspirations and ensure high expectations for all pupils
- To ensure that every child experiences success in their learning and reaches their full potential
- To enable all children to participate in lessons fully and effectively to their own ability
- To involve children in decision making and in the development of their learning
- To value and encourage the contribution of all children and families to the life of the school
- To support parents in their journey of education with their child
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND

Identification of SEND

The 2014 Code of Practice refers to four categories when describing children who may have SEND:

- Communication and Interaction
- Cognitive and Learning
- Social, Emotional and Mental Health Issues
- Sensory and / or Physical Needs

Detailed descriptions can be found at

<http://www.wigan.gov.uk/Docs/PDF/Resident/Education/Special-Educational-Needs/Professionals/HEfA-Document.pdf>

- All staff are involved in the identification process which considers the needs of the whole child
- When children have already been identified with Special Educational Needs and Disabilities (SEND) prior to starting school, we work with the family and professionals to inform SEND provision at St Cuthbert's School, and how it will be managed
- Individual children's needs are regularly discussed and monitored throughout their time at St Cuthbert's School
- Children are assessed regularly through termly assessments and throughout their lessons
- Parents are welcomed and invited to discuss any concerns about their child's progress
- At St Cuthbert's School we work closely with external specialist agencies eg. Occupational Therapists, Educational Psychologists and Health Visitors and their assessments and recommendations form an important part of our identification process

A graduated approach to SEND support

Quality first teaching, differentiated for individual learners, is the first step in responding to children and young people who have or may have SEND. High expectations should be set by teachers for every learner whatever their prior attainment.

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the children in their class, including where pupils access support from teaching assistants or specialist staff.

At St Cuthbert's School we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book looks and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

Class teachers, supported by the Senior Leadership Team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to such progress should be high quality teaching targeted at their areas of weakness. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a pupil is identified as having SEND, St Cuthbert's takes action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

Assess

In identifying a child as needing SEND support the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. St Cuthbert's takes seriously any concerns raised by a parent. Assessments are looked at and in some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with school to help inform the assessments. Where professionals are not already working with school staff the SENDCo should contact them (if the parents agree).

Plan

Where it is decided to provide a pupil with SEND support, the parents must be formally notified. The teacher and the SENDCo should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

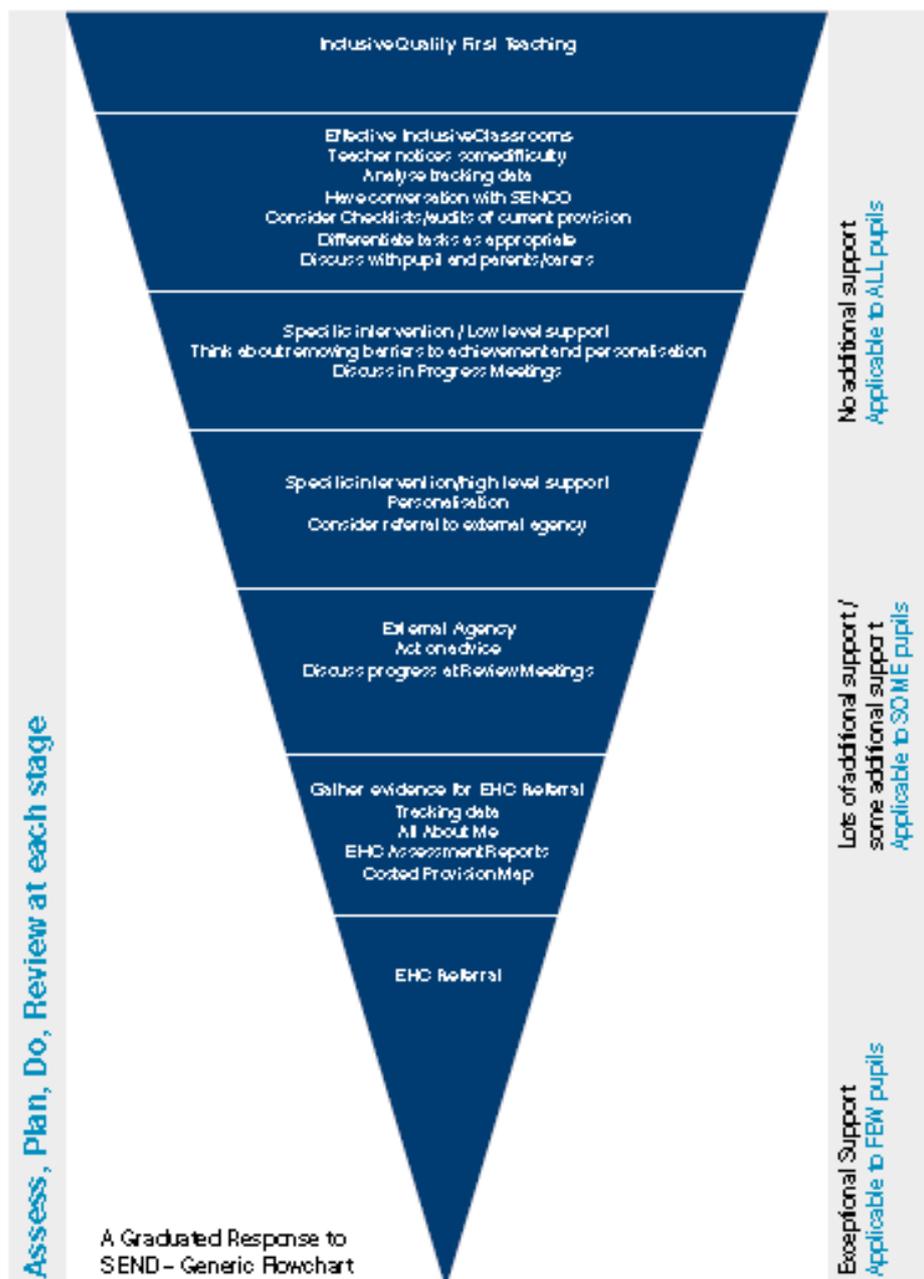
Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher, SENDCo, Senior Leadership Team
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- meetings of parents and staff, both formal and informal

Graduated Response to SEND - Generic Flowchart



Managing SEND Support

At St Cuthbert's SEND children are assessed continuously. This is done through a variety of assessments including B Squared, RWI, NFER etc. These assessments then inform planning and targets for SEND children in the form of Pupil Profiles. This profile is then reviewed termly and provision is recorded by the class teacher.

It is the duty of the class teacher to keep SEND records up to date. The SENDCo has a strategic lead over SEND within school. If a child has an EHCP the SENDCo will organise and chair annual reviews for that child. The profile is reviewed termly and pupil progress meetings help as part of this process. It is important that the SENDCo has regular meetings with SLT, as part of SLT or if this is not the case SLT should have a delegated representative to advocate SEND.

At St Cuthbert's the SENDCo is part of the SLT and informs the head teacher and SEND Governor of any changes to provision and updates/ impact of interventions.

Provision for children with additional needs is informed by:

- pupil progress meetings
- other professional's advice and severity of need
- SEND notional budget

The SENDCo informs Governors through a termly Governor's report. A named governor will form part of the School Governing Body this is Mrs R. Fisher. A census is completed three times a year. Raise online data analysis is completed once a year and the SEF updated based upon this.

Parents, families and children are involved in this process from admission into school through the school's SEND information report. They are involved throughout the child's school life:

- Attending parents evening
- Open door policy
- Annual reviews
- Parent questionnaires parent view child friendly plans
- School council
- Pupil questionnaires etc.

If a SEND support child isn't making the expected progress through the additional to and different from that they receive, school will seek advice from other outside agencies... school use the services of

- Educational Psychology
- Targeted Educational Support Services (TESS)
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy, Outreach Services
- Start Well
- CAMHS
- Embrace
- Sensory support services
- Play Therapist
- Counsellor services

If a child has followed the graduated approach and been following advice from outside agencies and is still not making the expected progress, we would refer the child for an Education, Health and Care plan (EHCP) This process will involve the child, parents, family and staff from school.

All activities within school and educational visits are carefully planned and risk assessed to ensure all children have equal access to them. Some activities may be adapted, some may require further staffing to ensure all children are included with appropriate care and support, this includes any children with physical / medical needs.

At St Cuthbert's school we have a pastoral team, learning mentor, this ensures that SEND children have the support and nurture from these teams / professionals that they need to build their self- esteem.

If a child does not require the additional support that they did previously, due to the progress they have made, parents will be informed by class teacher and children will be removed from those plans. However, these children will still be monitored to ensure they continue to make the expected progress.

Pupils and Families

Partnership with parents and carers of children with SEND are kept fully informed of the provision that is being made for their children. They are invited to a SEND review meeting of their child's Pupil Profile with the class teacher each term and are invited to review progress towards the targets. Children are also informed of their targets and their strengths and difficulties are discussed with them. If a child is unable to express what they find difficult or is unable to discuss the things that they like, other methods of communication are used such as pictures, photographs, learning walks and drawings. The pupil voice is very important to us.

Class teachers and the SENDCO have regular meetings with parents and encourage active involvement with the school to help their children to overcome their difficulties whilst ensuring that they also discuss the strengths of the child or what he or she likes to do in school. The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child. The SENDCO will make sure that families are aware of any information from agencies that may support the families also.

The Local Authority has created what they call a 'Local Offer'. This highlights to parents and carers how the authority will support pupils and families. Each school was then asked to create their own 'offer' to children and families. This School Local Offer and the Local Offer from the authority can be found by following the links below.

<http://www.saintcuthberts.wigan.sch.uk/>

<http://www.wigan.gov.uk/Docs/PDF/Resident/Education/Special-Educational-Needs/Professionals/HEfA-Document.pdf>

As a faith school our ethos is very supportive and our beliefs underpin our actions. We live out our mission statement.

Transition from class to class can be a very anxious time for any child and even more so for a child with additional needs. The school plan in time for transition activities through 'Meet the Teacher' sessions at the end of the summer term. The children are able to spend time with their new teacher and teaching assistants as well as discovering what their new classroom environment has to offer. Additionally, the class teachers meet to discuss the classes and share relevant information so that everyone is fully informed and support can be put into place where necessary.

If a child is required to leave the setting for whatever reason or when they leave primary education at Year 6, information is passed onto the next setting via the Head teacher/ learning mentor/ pastoral team/ SENDCo.

Please see "The Equality Scheme" policy for Accessibility Plan.

Please see "Administration of Medicines and Emergency Medical Procedures" policy for Medical Conditions. We also write individual Health Care Plans to support children with specific needs. Support is provided by our learning mentor.

For admission arrangements, support can be received from the school admin manager Mrs English.

Supporting Pupils at School with Medical Conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs & Disability (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- The staff at St Cuthbert's work closely together to plan and deliver support for children who have medical conditions. We value the input given by parents and carers in supporting children effectively.

- If your child has a medical condition please speak to Miss Lowe who will complete a health care plan with you to support your child. Medicines can be given in school when essential for a child's health.

Accessibility at St Cuthbert's

- Easy access for wheel chairs and buggies
- Disabled toilet
- Chair lift for entrance stairs
- Spacious classrooms and corridors to assist child's mobility around school
- Conference room for private meetings
- Stimulating environment, bright interactive displays and friendly caring staff
- Large ICT resources including an interactive board in every classroom
- Staff trained to support a child's specific needs with easy access to advice and help from LA services

Monitoring and Evaluation of SEND

Monitoring and evaluating SEND is ongoing throughout the year. Regular monitoring and evaluation of the quality of provision offered to our pupils is achieved by:

- Ongoing teacher and TA observations in daily classroom practice
- Differentiated planning and resources
- Ongoing evidence of work shows progress towards learning and behaviour objectives
- Evidence of progress to be reviewed at termly Pupil Progress meetings
- Pupil Profile to be updated termly
- Daily monitoring of behaviour incidents
- Informal discussion with the child about their progress – how/who/how often??
- Discussion with parent/carer about their child's progress eg. Termly SEND meeting, parent evenings, informal conversations, parent drop-in...
- Discussion with relevant outside agencies about progress/needs
- Termly Planning and Review Meetings to discuss individual children and school needs
- SEND report for Governors
- Analysis of SEND data and reporting to staff and Governors

For monitoring and evaluation purposes we have adopted a graduated response approach:

- Assess
- Plan
- Do
- Review

The above approach promotes an active process of continual monitoring and evaluation, in order to improve provision and progress for all children.

Training and Resources

- Resources for non-EHCP provision for SEND at St Cuthbert's school are funded according to the Wigan Council School Forum formula. The funding needs to cover the cost of the staffing, resources and training needs for SEND in both Key Stages and the EYFS.
- Resources for children with EHCP are delegated directly to the school from the LA via the high needs funding element (above £6000). Each one of these is classified in a band from A-G according to his/her needs. Each child with TIS1 or TIS2 Early Years funding is also delegated by the LA.

The school uses this funding to employ appropriate staff and services to work specifically with each EHCP child. The delegated budget must also pay for Specialist Teaching, in addition to the in-house SEND teaching, and any specialist auxiliary aids, services and equipment.

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development through performance management meetings.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children
- The school's SENDCo regularly attends the Local Authority's cluster meetings in order to keep up to date with local and national initiatives in SEND, they also regularly attend WOWs SEND meetings.

Roles and Responsibilities

The SEND Governor

Mrs R. Fisher is the current Governor with responsibility for SEND at St Cuthbert's Catholic Primary School. She has regular contact with the SENDCO and the head teacher of the school to keep up-to-date with, and monitor the school's SEND provision, making sure that the school meets its responsibilities under the special educational needs and disability code of practice: 0 to 25 years. The governors ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- the school profile informs parents under the heading 'How we are making sure we are meeting the learning needs of individual pupils'
- they have regard to the requirements of the Code of Practice for Special Educational Needs
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The SEND governor will have regular contact with the SENDCO and head teacher and will be responsible for monitoring and assessing the SEND provision. The head teacher and SENDCO will make an annual report regarding SEND to the full governing body.

The role of the Head teacher within SEND

It is the responsibility of the head teacher to work with the SENDCO, governors, staff and all stakeholders to ensure that the school meets its responsibilities under the special educational needs and disability code of practice: 0 to 25 years. The head teacher has responsibility for the day-to-day management of all aspects of the school's work, including:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENDCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

The role of SENDCO

The current SENDCO at St Cuthbert's is Mrs J. Wadeson. It is the responsibility of the SENDCO to oversee the day to day operation of the schools SEND policy. The SENDCO maintains the SEND register and coordinates provision for children on the register. The SENDCO works with the head and governors to ensure the school meets its responsibilities under the special educational needs and disability code of practice: 0 to 25 years.

SENDCo is responsible for:

- overseeing the day to day operation of the school's SEND policy
- coordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Pupil Profiles (PPs),
- setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of term assessments, SATs, etc
- contributing to the in-service training of staff
- liaising with the SENDCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

Role of the Class Teacher

Teachers are accountable for the progress and development of all of the pupils in their class. Teachers adapt the curriculum in order to meet the needs of the children with SEND. They measure and monitor the ongoing progress for pupils with SEND- focusing on outcomes with high expectations for all. They will liaise with the SENDCO in order to ensure provision for children with SEND.

Providing high quality teaching for all children

- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parents/carers and pupils)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately adapted curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND

Role of Teaching Assistants

The teacher and teaching assistant (TA) represent a team, working collaboratively to support children on an individual, group or whole class basis. A teaching assistant works under the direction of a teacher, the teacher having ultimate responsibility for the children's learning.

Teaching assistants are integral to the successful learning of all children. They are highly skilled and are recognised as playing an important role in the school. Teaching and learning for all pupils can be extended and enhanced with careful planning and collaboration between the teacher and TA.

Teaching assistants must:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- use the school's procedure for giving feedback to teachers about pupils' progress.

Children's responsibilities

Children must accept and tolerate difference and diversity in other children. They must understand and be sensitive towards the feelings of others and make responsible choices in relation to behaviour and learning.

All Children should be involved in making decisions about their education, where possible and appropriate and the school should listen to the views of the child.

For children with SEND, we aim to involve the child in understanding his or her difficulties and what is needed to overcome them. We also encourage students with SEND to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary.

Parents/ Carers responsibilities

We will ensure that all parents/carers are fully informed of any SEND their child may have. Partnership with parents/carers plays a key role in promoting a culture of co-operation between parents and schools. This is important in enabling children with SEND to achieve their potential.

Parents hold key information and have a critical role to play in their child's education. We actively seek to work with parents and value the contribution they make. All parents of children with special educational needs are treated as partners. We expect parents/carers to:

- Recognise and fulfil their responsibilities and play an active and valued role in their son/daughter's education.
- Be informed by the school of their son/daughter's placement within the SEND framework.
- Have the opportunity to make their views known about their child's education.
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision.
- Alert the school to any concerns they have about their child's learning or provision.
- Fulfil their obligations under home/school agreements, which set out expectations of both sides.
- Provide staff with up to date information regarding their child's needs or medical condition.

Designated members of staff

At St Cuthbert's we have members of staff who are responsible for key areas within school;

- DSL - Mrs Wadeson, DDSL – Miss Lowe and Mrs Grace
- Looked after children- Mrs Wadeson, Miss Lowe, Mrs Grace
- Pupil Premium- Mrs Wadeson
- Inclusion Manager - Mrs Wadeson
- Medical needs- Miss Lowe and Mrs Grace