



## St. Luke's Catholic Primary School

### Special Educational Needs and Disability (SEND) Policy

<b>Academic Year</b>	<b>Designated Senior Person</b>	<b>SENCo</b>	<b>Nominated Governor</b>	<b>Chair of Governors</b>
2014-17	E.Murtagh	M.Grealis	Moya Rylands	Pauline Stitt
2017 -2018	E. Murtagh	M.Grealis	Neil Dunbar	Pauline Stitt

### Policy Review Dates

<b>Review Date</b>	<b>Changes made</b>	<b>By whom</b>	<b>Date shared with staff</b>
September 2012	Updated Policy	Marie Grealis	November 2012 Governors December 2012 Staff
Spring 2015	New policy to reflect new Code of Practice	Marie Grealis	May 2015 Staff May 2015 Governors
January 2017	Update to terminology Minor wording changes	Marie Grealis	February 2017 Staff March 2017 Governors
Spring 2018	Minor wording changes	Marie Grealis	March 2018 Staff March 2018 Governors

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The school draws upon the Special Educational Needs Code of Practice (DFES 2014) for guidance and the statutory duties introduced by the Special Educational Needs and Disability Act 2014 as well as Local Authority Policy and Guidelines.

St. Luke's is a Catholic school primarily concerned with the values of the Catholic faith and this is at the heart of all we do. The development of all children; spiritually, socially and academically is of great importance to Governors and Staff, irrespective of ability, be it learning or physical. As such, it is our aim to ensure that all children have the opportunity to achieve their potential and through careful monitoring and the provision of additional support, where appropriate, seek to identify, support and break down barriers to learning.

#### Arrangements for the co-ordination of educational provision for pupils with Special Educational Needs and Disability (SEND)

- Every teacher is a teacher of SEN. Every teacher in our school understands and recognises the importance of identifying, assessing, understanding and personalising a teaching approach in order to meet the needs of those children with SEN.
- The Special Educational Needs co-ordinator (SENCo) has responsibility for the co-ordination of provision, assessment, monitoring and reviewing procedures.
- There are currently 6 teaching assistants (TAs) who support children within school and their roles and responsibilities vary depending on the needs of the children they support.

## SECTION 1: COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The regulations associated with the Children and Families Act 2014 are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Order setting out transitional arrangements

## SECTION 2: AIMS

At St Luke's, we provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum. Our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential. We are committed to raising the aspirations of and expectations for all pupils with SEN. We have introduced and are developing systems and procedures that provide a focus on outcomes for children and young people and not just hours of provision/support.

## Equal Opportunities

The Staff of St Luke's believe that all members of the school should be treated with respect; have individual, diverse needs recognised, and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture.

To achieve our aims we will:

- Identify need as early as possible and provide effective support.
- Work within the guidance of the 2014 Code of Practice.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To provide a SENCo who will work with the SEN Inclusion Policy
- To provide support and advice and continuing professional development and training for all staff working with pupils with SEND
- View our special needs provision as an on-going, developing process.
- Provide appropriate in-class support which enables all children to have access to the whole curriculum, including the National Curriculum 2014 and Early Years Foundation Stage (EYFS).
- Incorporate SEN procedures, including Pupil Profiles, into curriculum planning through the differentiation of curriculum subjects, teaching styles and support.
- Develop an effective partnership between school, parents and outside agencies.
- Encourage children and parents/carers to participate in decision-making about provision to meet their needs.
- Ensure that assessment and record-keeping systems provides adequate means of recording attainment and achievement and gives sufficient information for planned progression at every stage.
- Involve the Governing Body and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines.
- Ensure all those involved with children with SEN work as a team to support the child's learning.
- Ensure transition from one setting to another for our children with SEN is smooth and consistent.
- Track and monitor and amend provision and procedures which have been put into place to ensure children with SEN make progress as they move through the school.

## SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS (SEN)

### *Cognition and Learning*

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### *Communication and Interaction*

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### *Social, Emotional and Mental Health Difficulties*

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder (AD).

### *Sensory and/or Physical Needs*

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

## ASSESS-PLAN-DO-REVIEW

Through a variety of different assessments we have in place at St Luke's, we follow a clear procedure of ASSESS – PLAN – DO – REVIEW in order to understand and assess a child's difficulties.

The purpose of identification work is to help us identify what support is needed to help a child access the curriculum fully not to fit a pupil into a specific category.

At St Luke's, we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

We also consider other factors that may impact on progress and attainment that are NOT considered SEN and these may include:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

We also recognise that any concerns relating to child or young person's behaviour should be described as an underlying response to a need which we as a provider will recognise and identify and not categorise as a SEN need itself.

## PROCEDURES TO IDENTIFY SEN:

### The Graduated Approach

The SEN Code of Practice sets out a graduated response to meeting children's special educational needs. Children within the EYFS are identified, assessed and provided for through foundation stage assessments. Children in Key Stages 1 and 2 are identified, assessed and provided for through the Graduated Approach of ASSESS – PLAN – REVIEW- DO.

In recording pupils needs on the SEN register, our criteria for "entering" a pupil on this record will include;

- 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 in certain areas.
- Presents persistent emotional, social or mental health difficulties, which are not ameliorated by the behaviour management techniques usually employed in our setting.

- Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment.
- Has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.
- EYFS staff use knowledge of the child as well as EYFS development.
- The class teacher will have recognised through class work and termly assessments that a child is failing to reach their potential or make expected progress. Our data tracking system will support a teacher in making these judgements. These difficulties will be met by Quality First Teaching Strategies– using a range of multi-sensory approaches in order to help a child access the curriculum.
- Interventions may be offered by the teacher themselves as part of a personalised and individual approach. As the teacher is the professional best placed to meet the needs of our children, they will employ all the possible strategies in order to ‘diminish the difference.’
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from TAs or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- Additional intervention and support does not compensate for a lack of good quality teaching.
- Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. We have reminders for staff in staff meetings of various and new teaching strategies to identify and support vulnerable pupils and these increase staff knowledge of the SEN most frequently encountered.
- Parents will be informed at the earliest possible time that a child is not making expected progress. Class teachers inform parents in the first instance. If further assessment is required, then the SENCo may become involved. The class teacher is the main point of contact at all times.
- If a child continues to not make expected progress, then further, more specialist assessments may be undertaken by staff within the SEN team or external professionals.

The process of ASSESS – PLAN – DO – REVIEW is followed several times in order to fully understand a child’s difficulties.

- ASSESS – Teacher assessments/Specialist assessments/ External agency advice
- PLAN – Teacher plans differentiated/personalised approach/applies appropriate interventions/liases and gets advice from SENCo
- DO - Teacher implements differentiation/personalised approaches/teacher/TA class based interventions are employed
- REVIEW – Teacher/TA review of provision/SENCo consults with teacher to advise on different strategies.

After external/ internal detailed assessments and after consultation and agreement with parents, referrals may be made to external agencies e.g. Autism Team, Speech and Language Specialist, Paediatrician etc...

Following consultation of all parties and having used high quality and accurate formative assessment, having used effective tools and early assessment materials, a decision may be made to place a child on the SEN Support Register.

The decision to place a child on this register will take into account the pupils progress alongside national data and expectations of progress.

#### SECTION 4: MANAGING PUPILS NEEDS ON THE SEN REGISTER

##### ASSESS

- If concern is raised that a child is not making progress in line with the criteria previously mentioned, the class teacher will carry out an assessment of the child's needs. The class teacher will seek advice of the school SENCo at this point.
- In some cases, an external assessor may be deployed by the school to ascertain specific guidance or diagnosis for an individual child.
- If a concern about a child is raised by a parent, we will take the concerns seriously and investigate. The results of an assessment will be recorded and compared to our own school assessment data.
- Assessments will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.
- In some cases, outside professionals from health or social services may already be involved with the child. These professionals' opinions will help inform our internal assessments. Where professionals are not already working with school staff, the SENCo will contact them if the parents agree.

##### PLAN

- Where it is decided to provide a pupil with SEN support, the parents will be informed, although parents will have already been involved in forming the assessment of needs as outlined above
- All teachers and support staff who work with the pupil should be made aware of their needs.
- Additional and on-going training for all staff to help them meet the needs of all learners will be organised by the school SENCo. External professionals will be encouraged to help train staff where appropriate e.g Autism Team, Child Educational Psychologists (CEP) etc.
- The teacher, with advice and support from the SENCo, will select and introduce a programme of support and intervention to meet the outcomes identified for the pupil.

- Parents will be informed of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

#### DO

- The class or subject teacher will 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, they will still retain responsibility for the pupil.
- Pupil Profiles will be used to monitor and track any child on an Education, Health and Care Plan (EHCP); Pupil Profiles may also be used for children on SEN Support.
- Pupil Profiles (see below) will help a class teacher and Senior Leadership Team (SLT) to track and monitor the 'outcomes' and progress of each individual child.
- The SENCo will be monitoring the completion of these Pupil Profiles and ensuring all staff are adequately meeting the needs of all SEN children.
- The SENCo will liaise with external professionals regarding the provision and support in place for any child with an EHCP or is on the SEN Support Register.
- The SENCo will liaise with the Local Authority(LA) to ensure reviews take place annually and where necessary as an interim review and high quality provision is in place for all our SEN children.
- The SENCo will be responsible for ensuring all applications for additional funding are completed to ensure children's needs are fully met. (In line with the new LA funding policies that require our school to fund the first £6k of support).
- The SENCo will publish the schools SEN Information on the website and ensure it is kept up to date.
- The SENCo will ensure all Team Around the Family (TAF) meetings are dealt with appropriately and consistently.

#### REVIEW

- The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.
- The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents.
- Where a pupil has an EHCP, the LA and school will review the plan as a minimum every twelve months.

## Writing Pupil Profiles for children with EHCP or who are on the SEN SUPPORT REGISTER:

Pupil Profiles are written and reviewed three times a year in July, January and April after Pupil Progress Meetings (PPM). Pupil Profiles include:

- Long-term outcomes for the child.
- Short-term targets relating to addressing the key barriers to learning for the child.
- Information about the child's strengths and difficulties.
- Professional involvement.
- Pupil (where appropriate) and parental comments.
- The teaching strategies to be used.
- The provision to be put into place.
- Timescales to achieve targets.
- Significant achievements.

### Conducting PUPIL PROFILE Reviews

There will be three opportunities a year for a Pupil Profile to be reviewed and discussed with parents. (Once a term, a teacher will meet following PPMs to discuss progress and targets.)

At the Pupil Profile review meeting, the child's progress towards meeting the targets set is discussed and new targets identified. The meeting should consider the following questions:

- What are the child's current levels of attainment relating to Pupil Profile targets?
- What progress has the child made towards meeting the overall objectives set out in the Pupil Profile?
- What are the parents'/carers' views of the child's progress?
- What are the child's views of their progress?
- Is the current provision appropriate to the child's needs?
- What targets should be set?
- Have there been any significant changes to the child's circumstances?
- Have there been any significant changes in the child's special educational needs and therefore do they need to move within the graduated stage?
- How will the child's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?

### Statutory Annual Reviews

For a child who has a Statement of SEN/ EHCP, the LA has a statutory duty to formally review his/her EHCP, at least annually. Annual Review Meetings are organised in school by the SENCo.

The Annual Review is in four parts:

- Collection and collation of information
- Annual Review Meeting.
- Head Teacher's/SENCo's report of the Annual Review Meeting.
- LA Review.

#### Annual Review Procedure

The SENCo:

- Maintains a calendar of review dates.
- Determines who should be invited to attend each meeting (at a minimum this would include the SENCo, parent/carers, LA representative and designated medical officer).
- Seeks the views of the child and invites him/her to all or part of the meeting.
- Plans Annual Review Meetings at least two months in advance and contacts professionals by letter.
- Seeks written advice on the child's progress from all invited to the meeting, including the parents/carers, at least two months in advance.
- Sends out formal invitations to parents/carers by letter, giving at least fourteen days' notice.
- Provides parents/carers with guidelines for completing an Annual Review Advice Form.
- Ascertains the child's views regarding progress through an appropriate medium.
- Offers to assist parents/carers and children in preparing reports for the meeting.
- Advises parents/carers and children that they may bring a friend or relative to the meeting.
- Co-ordinates receipt of all reports and ensure copies are circulated to each person invited to attend the review at least two weeks in advance of the meeting.
- Allows the tabling of reports at the meeting where appropriate with the agreement of all persons attending the meeting.

The Review Aims to:

- Assess the child's progress towards meeting the objectives within the statement/EHCP
- Discuss appropriate Outcomes for the child.
- Review the educational progress made by the child.
- Consider the effectiveness of the ECHP in light of the child's progress.
- Set new targets for the coming year, or determine whether amendments to the EHCP are necessary.
- Record information which the school and other professionals can use to plan provision and support for the child.

## The Annual Review Meeting

- The meeting should consider the following questions:
- What are the child's current levels of attainment in literacy and numeracy?
- What progress has the child made towards meeting the overall objectives set out in the EHCP?
- What progress has the child made over the past year, especially in relation to each SEND?
- What are the parents'/carers' views of the past year's progress?
- What are the child's views of the past year's progress?
- How successful has the child been in meeting the targets in the Pupil Profile?
- Is the current provision appropriate to the child's needs?
- What targets should be set for the coming year?
- Have there been any significant changes to the child's circumstances?
- Have there been any significant changes in the child's special educational needs?
- How will the child's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?
- Are any amendments to the EHCP necessary?
- Should the LA recommend ceasing or maintaining the EHCP?
- If a parent/carer is unable to attend the review how and when will the outcome of the meeting be conveyed to them?

Close attention is paid to the SEN Code of Practice 2014 and LA procedures.

## Reporting of the Annual Review Meeting

During and after the meeting, the views of the parents/carers in terms of the aims for the child and provision to be made are recorded and the SENCo records the outcomes of the meeting on the Statutory Assessment Review Record Form. Copies of all reports and any additional materials including the most recent Provision Map are forwarded to all those present at the meeting; all those invited to the meeting but who were unable to attend; and, the LA's Named Officer responsible for SEND.

## LA Review

The LA review the EHCP in the light of the Head Teacher's/SENCo's report of the review meeting report, and decides whether to amend the statement or cease to maintain it.

## SECTION 5: CRITERIA FOR EXITING THE SEN REGISTER/RECORD

- If a child who is on the SEN Support Register makes progress and ‘diminishes the difference’ in line with national and local expectations, then a review meeting may be held in school to discuss a child being taken off the SEN Support Register.
- Parents will be included in any discussion and fully informed of the schools actions.

## SECTION 6: SUPPORTING PUPILS AND FAMILIES

The Local Offer from CWAC aims to provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it.

- The SENCo will guide parents towards the LA local offer (Regulation 53, Part 4) See above.
- The SENCo will ensure an up to date SEN Information Report (Regulation 51, Part 3, section 69(3)(a) of the Act)
- The SENCo will be responsible for ensuring links with other agencies are used to best effect to support the family and pupil.
- The school’s admission arrangements are published on the website.
- The SENCo and Deputy Headteacher ensure Access Arrangements for children requiring them are implemented consistently and fairly and in line with National (SATs) expectations.
- The Headteacher, Deputy Headteacher and SENCo are responsible for ensuring that the needs of children with SEN are consistently met and especially during class to class transition, across Key Stages and from one school to another (including secondary transition).
- With regard to managing Pupils with Medical Needs, please see the Policy on Managing Children with Medical Needs on our website.

## SECTION 7: 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 school 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 SEN and may have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- A pupil who is unable to attend school because of medical needs must not be removed from the register without parental consent, even during a long period of ill health, unless the school medical officer certifies him or her as unlikely to be in a fit state to attend school before ceasing to be of compulsory school age.

School should:

- Notify the LA/Education Welfare Officer (EWO) if a pupil is likely to be away from school due to medical needs for more than 15 working days.
- Supply the appropriate education provider with information about a pupil's capabilities, educational progress and programmes of work.
- Be active in monitoring progress and reintegration into school, liaising with other agencies as necessary.
- Ensure pupils be kept informed about social events and are able to participate through homework if necessary.
- Facilitate liaison with peers through visits and videos if necessary.
- Ensure pupils have access to public examinations possibly as external candidates.

## SECTION 8: MONITORING AND EVALUATION OF SEND

The school regularly monitors and evaluates the quality of provision of SEND.

- The SENCo completes observations of interventions and provision for SEND.
- The SENCo is responsible for ensuring all staff receive relevant training.
- The SENCo will complete an audit of Staff, SEN Pupils' and Parents' views once a year.
- The SENCo meets with the SEN designated governor once every term to ensure effective monitoring and evaluation occurs.
- These evaluations form an important part of the SEN Action/Development Plan which is revised annually by the SENCo.

## SECTION 9: TRAINING AND RESOURCES

- The SEN Team is funded by a Notional SEN Budget provided by the LA based on a pre-determined formula.
- The staff audit helps to identify staff training requirements.
- The SENCo plans staff training in consultation with the SLT.
- 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.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENCo regularly attends the LA SENCo network meetings and Education Improvement Partnership (EIP) meetings in order to keep up to date with local and national updates in SEND
- The school is a member of NASEN (National Association for Special Educational Needs)

## SECTION 10: ROLES AND RESPONSIBILITIES

Neil Dunbar (SEN Lead Governor)

The Governing Body, in consultation with the Head Teacher, determines the school's policy and approach to provision for pupils with SEN, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work. The Governing Body, having regard to the Code of Practice:

- Ensure appropriate provision is made for any child with SEND.
- Reports annually to parents on the school's policy for children with SEND
- Ensure all children, including those with SEND, have access to a broad, balanced and appropriately differentiated curriculum.
- Appoints a representative of the Governing Body to oversee SEND provision.
- Ensure discussions with parents regarding SEND matters at relevant meetings.
- Ensure that pupils with SEND are fully involved with school activities.
- Ensure they are involved in developing and reviewing SEND Policy.

Eileen Murtagh (Head teacher/ Safeguarding Lead)

The Headteacher is responsible for the day-to-day management of all aspects of the school's work, including provision for SEND. The Headteacher keeps the Governing Body informed of all developments with regard to SEND.

Admissions

In every instance, when a parent seeks a place for a child at St Luke's Catholic Primary School, the Headteacher:

- ascertains whether or not the child is the subject of an EHCP or SEN support (parents are to record this information on the school's admission form)
- informs the parent that the child cannot be admitted to the school if it is not named in the EHCP until the LA have been consulted
- informs the LA that an approach for admission has been made.

Admission Arrangements

The school requests school records including National Curriculum Assessments; Child Protection file (where appropriate), and details of any SEND, including Pupil Profiles and the most recent provision map, prior to agreeing to admitting a child transferring from another school.

Marie Grealis (Deputy Headteacher/SENCo/Safeguarding Deputy Lead)

The role of the SENCo involves:

- Overseeing the day-to-day operation of the school's SEND policy.
- Ensuring an appropriate budget allocation to meet SEND.
- Manages all SEN staff including Specialist TAs and SEN class-based TAs.
- Interpreting legal requirements for staff, parents and governors.
- Co-ordinating and evaluating provision, including interventions, for children with SEND.
- Monitoring the progress of children with SEND alongside the class teacher.
- Liaising with and advising teachers whenever necessary.
- Monitoring and evaluating the quality of provision.
- Overseeing the records of all children with SEND.
- Maintenance of the SEN Support register.
- Liaising with parents of children with SEND.
- Organising and delivering INSET training in order to meet the needs of staff.
- Liaising with external agencies including the LA support and educational psychology services, health and social services, and voluntary bodies.
- Ensuring that relevant background information about individual children with SEND is collected, recorded and updated.
- Overseeing the Pupil Profile, provision map and review process for both EHCP and SEN Support Children.
- Reporting to Headteacher and Curriculum Governing Body once a term on summary/update of SEN.

Teachers

They will:

- Understand that they are responsible for meeting the needs of ALL learners in their class. They must be able to identify, assess and provide for those children with SEN in their classrooms.
- Identify and assess, and provide subsequent provision for, pupils with SEND.
- Work with the SENCo to decide the action required to assist the pupil to make progress.
- Work with the SENCo to collect all available information on the pupil.
- Develop and review Provision Maps/Pupil Profiles for pupils with additional needs or who require SEN Support.
- Plan for and work with SEND pupils on a daily basis to deliver the individual programme set out in the Provision Map/Pupil Profile.
- Develop effective relationships with SEND pupils, parents and support assistants.
- Take responsibility for ensuring parents of children with SEND are communicated to and involved effectively.
- Encourage pupils to participate in decision-making.
- Be involved in the development and review of the school's SEND policy.

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- Continuously assess pupil progress and identify the next steps to learning.
- The teacher informs parents of the fact that SEND provision has been made for their child.
- To keep parents informed of pupil progress (termly meetings to discuss Pupil Profiles.)
- Work with the SENCo to identify their own training needs around SEND.

## Pupil Premium

Headteacher: Eileen Murtagh

SENCo: Marie Grealis

Governor: Neil Dunbar

- To have an overview of all pupils in receipt of Pupil Premium
- Track and monitor the progress of all these students and place annual summary of past and current effectiveness of Pupil Premium on the school's website each September.
- Ensure appropriate interventions, programmes, opportunities are provided to all relevant children to ensure they make expected or above expected progress in terms of academic attainment and social and emotional development.
- Assist with the recording, monitoring and evaluation of pupils' progress and the setting of revise outcomes and interventions.
- Assist with the identification and effective provision of appropriate resources.
- Attend liaison, team and service meetings and undertake appropriate INSET training.
- Work alongside the SENCo and teaching staff in the preparation of Provision Maps/Pupil Profiles

## Medical Needs Children

Headteacher: Eileen Murtagh

SENCo: Marie Grealis

To ensure all staff are aware of Medical Needs Policy and follow correct procedures.

- Keep an updated list in school of any children with any relevant medical needs.
- Procedures regarding medical needs and trips to be covered in Medical Needs Policy.

## Liaison between Class Teachers and TAs

Teachers are responsible for planning learning objectives and sharing with TAs. Teachers need to deploy Teaching Assistants in the most effective way to meet the needs of the children in their classes. Teachers, with the help of TAs, are responsible for recording assessment data (Performance Indicators for Valued Assessment and Targeted Learning (PIVATS) or National Curriculum levels) and sharing with the school and the SENCo as appropriate.

## Pupil Participation

The school actively encourages the involvement of children in their education. With reference to all children requiring SEN Support, we:

- Involve the child in decision making regarding the methods by which their individual needs will be met.
- Invite the child to attend all or part of review meetings.
- Discuss the purpose of assessment arrangements and the implications of the Pupil Profiles with the child.
- Encourage the child to comment on his or her SEND provision through an appropriate medium.
- Involve the child in the implementation of the Provision Map/Pupil Profile.
- Aim to further develop the child's self-confidence, self-esteem and independence as a learner to the extent the child is able.

## Parent/Carer Participation

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. We:

- Involve the parent/carers in decision making regarding the methods by which their child's individual needs will be met.
- Invite the parent/carers to attend all review meetings and communicate regularly with the class teacher, support assistant, SENCo or Headteacher to alert any concerns about their child's learning or provision.
- Discuss the purpose of assessment arrangements and the implications of the Pupil Profile with the parent/carers providing them with a copy of the Provision Map.
- Encourage the parent/carers to be actively involved in working with their child to achieve the targets set in their Provision Map.
- Encourage the parent/carers to comment verbally and in writing on their child's SEN provision.
- Ensure the parent/carers are aware of their rights to appeal regarding aspects of their child's SEN provision.
- Aim to further develop the parent/carers' confidence in the provision made for their child's special educational needs.
- Provide details of the Parent Partnership Service who provide free advice and guidance and training to parents of children with SEND.

## SECTION 11: STORING AND MANAGING INFORMATION

- SEN Related Documents are stored on the school's R Drive and on the SENCo's memory stick.
- SEN information regarding pupils is stored in the SENCo's room.
- Please see the schools Policy on Information Management and Confidentiality policy.

## SECTION 12: REVIEWING THE POLICY

This document is subject to annual review as part of the cycle of whole school self-evaluation. All staff are involved in the review, development and evaluation of the SEND policy and guidelines including the school's procedures for identifying, assessing and providing for children with special educational needs. Its effectiveness is considered in light of the following performance indicators:

- Levels of differentiation by task and by outcome reflected in weekly planning and evidenced in lesson observations.
- Measurable progress made by individual children.
- Monitoring reports on classroom observations prepared by Headteacher, Deputy Headteacher and SENCo.
- Termly evaluations of the quality of Pupil Profiles.
- Collation of children's and parent's/carer's comments following review meetings.

## SECTION 13: ACCESSIBILITY

- The school is aware that the Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- Please refer to the Schools Accessibility Plan 2014 which we recognise is a statutory duty (see website).

## SECTION 14: DEALING WITH COMPLAINTS

The school's complaints procedure is outlined in the School Prospectus. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

## SECTION 15: BULLYING

- Please refer to the schools' Bullying Policy and Behaviour policy
- We fully understand our duty to safeguard the needs of pupils with SENs, promote independence and build resilience in their learning
- Please also refer to our policy regarding the use of Social Media and our responsibility to protect those more vulnerable children.

## SECTION 16: APPENDICES

The SEN Information Report is updated by the School SENCo on the school's website:

<http://www.stlukesfrodsham.org.uk/page/sen/34966>

Please contact the School SENCo on:

01244 981290

**April 2018**