

SEND Policy

“Now there are varieties of gifts, but the same Spirit; and there are varieties of service, but the same Lord; and there are varieties of activities, but it is the same God who empowers them all in everyone.”

Corinthians 12:1



Unlocking Potential

Mission Statement

At The Cathedral Catholic Primary School, we celebrate that each person is unique and loved by God. With Christ at the centre of all we do, we strive to unlock each child's potential to become the person they are created to be. Inspired by St Peter's example, we are working together to build a community built on love, faith, forgiveness and service.



The Cathedral Catholic Primary School, Lancaster

SEND Policy

Issued: 2024

Review: 2025

**Unlocking Potential Together
in Faith and Love.**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with references to the following documents.

- Equality Act 2010: advice for schools DfE Feb (2013)
- Special Educational Needs and Disabilities Code of Practice 0-25 (2014)
- Schools Special Educational Needs and Disabilities Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014)
- The National Curriculum in England Key Stage 1 and 2 Framework Document (2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

In line with current reform, this policy was created by the school Special Educational Needs and Disabilities Co-ordinator in liaison with; the Special Educational Needs Governor and Head Teacher. It will be shared with the Senior Leadership team, all staff and parents on completion. It will be reviewed throughout the academic year in consultation with staff and parents of children with Special Educational Needs and Disabilities.

Roles and responsibilities:

SENDCO: Mrs Sarah Benson (*NASENCO Award*)

The Cathedral Catholic Primary School, Balmoral Road, Lancaster, LA1 3BT

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s.benson@cathedral.lancs.sch.uk

SEND Governor:

Designated lead for Safeguarding: Nicola Holt

Deputy Designated Safeguarding Lead: Shiralee Grierson, Sarah Benson, Karl Hodder

Children Looked After: Nicola Holt

Children with Medical Needs: Mrs Sarah Benson

Please find Lancashire's local Offer here: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

At The Cathedral Catholic Primary School, every teacher is a teacher of every child, including those with SEND.

At The Cathedral Catholic Primary School we believe that every pupil should have the opportunity to achieve their full potential. We want all children and adults to be part of the inclusive learning environment that we strive to create.

We place the highest value on high quality teaching for all children and actively monitor teaching and learning in school. We strive to create a curriculum and a learning environment that is flexible enough to allow for the needs of all children who are part of our school community.

The learning of all children is tracked and monitored, and all assessment is used as part of the 'assess, plan, do review' cycle to inform target setting and planning. Our whole school monitoring cycle also incorporates pupil progress meetings.

At different times in their school life, a child or young person in our school may need additional support so that they can access the curriculum. This may be due to a special educational need or disability (SEND).

The code of practice provides a definition of SEND:

'A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:

Have a significantly greater difficulty in learning than the majority of others of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.'

If a child is identified as having SEND, we will work to provide provision that is additional to or different from the differentiated curriculum which is already in place, and work to overcome any barriers to learning.

Aims of SEN provision:

Our vision and beliefs about the education of all children is firmly rooted in our catholic ethos. We believe in providing education for all and want to raise the aspirations of and expectations for all pupils of SEND. We focus on the outcomes for pupils with SEND and not just the hours or provision or support provided. We want children and young people with SEND to leave our school having achieved their full potential.

Objectives:

- To identify pupils with SEND as early as possible and put relevant, purposeful and evidence based interventions in place;
- To identify children who are underachieving and identify the reasons for this;

- To support children in achieving their full potential;
- To maintain necessary records and monitor pupil progress;
- To provide full access to all areas of the curriculum;
- To work collaboratively with children, parents and families;
- To work within the guidelines of the SEND Code of Practice (2014)
- To ensure a “whole pupil, whole school” approach to the management and provision for SEND
- To provide a Special Educational Needs and Disabilities Co-ordinator (SENCO)/Inclusion Manager
- To provide ongoing support, advice and training for all staff working with children who have Special Educational Needs and Disabilities.
- To follow an ‘Assess, Plan, Do, Review’ process to identify children with Special Educational Needs and Disabilities and to regularly review and evaluate the effectiveness of provision across school by tracking pupil progress
- To continuously evaluate Quality First teaching throughout the school so that suitable adaptations, differentiation, strategies and resources are put in place to support learners with Special Educational Needs

The annual Action Plan for Special Educational Needs and Disabilities is linked to the School Development Plan.

Identifying Special Educational Needs

Special Educational needs and provision falls into four broad areas which are outlined in the SEND Code of Practice 2014 as:

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

We place a significant emphasis on early identification of those children who are experiencing difficulties accessing learning and general school life.

The purpose of identification is to establish what action we need to take, not to fit children into a category or give them a label.

When identifying possible Special Educational Needs, we will build a profile of the whole-child’s strengths and needs in order to identify strategies and interventions that may be effective in supporting the child’s learning and development..

We consider what is NOT SEN but may still impact on progress and attainment:

- Disability (the Code of Practice outlines the ‘reasonable adjustment’ duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEN)
- 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 a Serviceman/Service Woman
- Adverse Childhood Experiences or Developmental Trauma

The 2014 Code of Practice for Special Educational Needs and Disabilities outlines that schools should identify pupils making less than expected progress.

This may be characterised by progress which is:

- At a level significantly below age-related expectations
- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better the child's previous rate of progress
- Failing to close the attainment gap between the child and their peers
- Widening the attainment gap.

We consider a child to have a Special Educational Need or Disability if they do not make adequate progress, even when reasonable adaptations to quality first teaching and targeted support in class have been made, so that special educational provision is necessary in order for the child to access the school environment and/or to make progress in their learning. "Special educational provision" means educational provision which is additional to, or different from, the Quality First Teaching that is provided for children of the same age in a mainstream school.

This could look like:

- Regular small group interventions in addition to differentiated classroom group work
- Targeted 1:1 support and tuition
- Highly personalised and adapted learning programmes or curriculums
- Personal adaptations to the classroom beyond routine and common strategies
- Specialist interventions to address specific areas of need that cannot be met within the classroom

A Graduated Approach to SEND

Universal – Quality First Teaching

At the Cathedral Catholic Primary School high quality teaching (Wave 1), adapted for individual children is the first step in responding to pupils who may have SEND.

This means:

- that all teachers have the highest possible expectations for every child in their class
- that teaching is built on what children already know, can do and can understand
- different ways of teaching are in place so that children are involved in learning
- specific strategies (which may have been suggested by specialist teachers or outside agencies) are in place to support children to learn

- teachers will let parents know what their child is learning and how they are progressing

Interventions and support can never compensate for a lack of good quality teaching therefore we regularly review and monitor the quality of teaching for all pupils, including those at risk of underachieving. Good practice for children with SEND is good practice for all children. It is important to us as a school to review, and where necessary improve, teachers understanding of strategies to identify and support vulnerable pupils, and to update teachers knowledge of SEND most frequently encountered in their classrooms.

Every child's progress is continually assessed and reviewed so any pupils showing gaps in their learning are identified. These gaps can then be addressed through targets and intervention. The decision to make special educational provision for a child involves the SENCo, class teacher and sometimes members of the Senior Leadership Team. All the information about a child's progress from the 'assess-plan-do-review' cycle is considered when making decision to place a pupil on the SEND record. Parents, carers and staff are invited to be involved in the decision making process through meetings and reviews (where appropriate). This level of support is termed SEN Support, it is school based and it may include additional provision at Wave 2 or 3 using programmes of intervention and support that reflect the need to access the whole curriculum.

Targeted Interventions

Interventions:

- may be run in the classroom or in sessions outside of whole class learning.
- are planned and led by the teacher but may be delivered by a teacher or a teaching assistant.
- are usually group sessions with specific targets to help children to make progress (targets are used in both group and class work).
- are monitored and assessed by the class teacher, the SENDCO, subject leaders and the SLT.

Parents will be informed by the class teacher if their child is taking part in an intervention.

The "Assess, Plan, Do, Review" cycle will be repeated, becoming more detailed and more personalised until the child can be seen to be making good progress in their learning. This cycle will follow at least a termly pattern, but may be more rapid with frequent reviews when concerns are higher.

Personalised – Specified Individual Support

For higher levels of need we may need to make arrangements for 1:1 support time or involvement from external agencies and professionals.

- Some pupils may follow 1:1 work; such as if the child has an Educational Health Care Plan or if they have been assessed by outside agencies.
- Children who have been identified as having Social, Mental and Emotional Health needs have access to the school Learning Mentors and Mental Health Champions.

External agencies that we liaise with regularly include:

- Speech and Language Therapy Service
- Occupational Therapy
- SEND Traded (LCC)
- Longland's Child Development Centre
- Waite Psychology (Educational Psychologist)
- Other local Schools that offer outreach support e.g. Stepping Stones, The Loyne
- Children and Family Wellbeing Service
- Children's Social Care

Specialist Interventions may be accessed by children who:

- Have an Education, Health and Care Plan (EHCP)
- Have an identified clinical/ medical need (or suspected need) such as:
 - Speech or language difficulties
 - Communication difficulties
 - Hearing impairments
 - Motor coordination difficulties
- Have support recommendations from an outside agency such as:
 - Speech therapy
 - Occupational therapy
 - Physiotherapy
 - Visual Impairment advisor
 - Hearing Impairment advisor
 - Educational Psychology
- Have been identified as not meeting age related-expectations in areas of their development through in-school screening such as:
 - Wellcomm
 - Handwriting/ fine motor screening
 - Dyslexia and Dyscalculia screening programmes
 - Boxall Profile
- Need additional support to learn self-help and behaviour for learning strategies from their passports such as:
 - Attention and listening strategies
 - Auditory memory strategies
 - Working memory strategies
 - Touch-typing skills
 - Organisational and planning skills eg talking for writing; remembering and organising tasks

- Developing spelling strategies: phonic patterns, use of word books, learning by sight
- Have underdeveloped skills in areas that underpin learning or classroom performance that have not been rectified by targeted classroom provision such as:
 - Working memory
 - Poor attention span
 - Pencil grip and letter formation
 - Ability to express their ideas clearly

Teachers are responsible and accountable for the progress and development for all pupils in their class, including children who may need additional support from teaching assistants or specialist staff.

Managing Pupils Needs on the SEND Record

Every class teacher is responsible for monitoring and evidencing the progress of the children in their class. Internal and external support with this is available to all teachers and other professionals can be included in this process.

Children's attainment and progress is reviewed at least termly and next steps put in place.

Below are a range of ways that teachers do this in school:

- Individual Learning Plans
- Pupil Passports
- Risk Assessments
- Relationship and Regulation Plans
- Individual Nurture Plans
- Chronologies (CPOMs)
- Adaptive Teaching Grids
- Provision Reviews
- Pupil Progress meetings
- Interim and Year end Reports
- Attainment and Progress Tracker
- High Needs Planning
- PIVAT's
- EHCP reviews
- Personal Learning Outcomes
- EP and Specialist Teacher Action Plans
- Personal Handling Plans

These documents are kept up to date by either the class teacher, SENDCO and Learning Support Mentors (if related to nurture provisions) and are reviewed and updated at least termly.

The information kept on in these documents is used to inform termly pupil progress meetings.

Children and families are involved in the process through meetings and discussions about targets and next steps.

Following identification of barriers to learning and next steps the level of provision will be decided. This means that it will be decided if we are able to, as a school, meet the needs of the child internally or whether we need external support.

If we are able to meet the needs of the child internally then the 'assess-plan-do-review' cycle will be followed. This cycle will involve the class teacher using the evidencing and planning documents outlined previously to inform the planning of lessons and interventions to support the child in achieving their next steps.

If, after two full cycles (usually two school terms) of 'assess-plan-do-review', the child is not making progress then the class teacher, SENDCO, SLT and parents will meet to discuss changes to the provision for the child.

If we feel that we lack the expertise in school to fully investigate and support a child's needs we will involve appropriate external agencies. Parental permission will be sought should this be the case. For a few children, it will be appropriate to apply for an Education, Health and Care Plan (EHCP). Information gathered during the Graduated Response will provide the evidence we need for this process.

To engage specialist support the SENDCO will fill in the relevant documentation and send it off, along with any required evidence. Class teachers and parents may sometimes be required to contribute to this process.

External support is monitored by the SENDCO and can involve class teachers, parents and SLT. The costing of external support is done by the school through provision maps and monitoring forms.

We will ensure that children, parents, carers and families are involved in the process as much as possible through regular discussion and meetings as appropriate.

Criteria for exiting the SEND register

A child will be exited from the SEND register when they make progress and can access learning within the class and they do not need anything above and beyond what is offered to the class as a whole in terms of support and adaptations.

Supporting Children and Families

In accordance with the following legislation

<http://www.legislation.gov.uk/ukxi/2014/1530/part/3/crossheading/sen-information-report/made> please find our schools SEN Information report here: [Inclusion and Equality | The Cathedral Catholic Primary School](#)

Please find Lancashire's local Offer here: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Admission arrangements for the school are described in the schools admission policy.

The school welcomes pupils regardless of needs and ability and anticipates that the majority of children's needs will be met within existing school provision.

Children with statements of SEND or Education Health and Care plans will not be discriminated against in line with the legislation outlined in the SEN and Disability Act 2001.

There is disabled access, from the front entrance of the building, to; two classrooms, the hall, the main office and the girls, boys and disabled toilets.

Due to the fact that the building is a listed building it is difficult to make any major alterations that would make the entire building accessible.

Playtime Support

All children are encouraged to play in the yard with their peers.

Children with behavioural, social and emotional difficulties may be monitored by adults so that any friendship issues or disagreements can be quickly resolved.

Children with mobility difficulties are assisted on stairs and the slopes for their safety, according to their Care Plans.

Children with significant health risks e.g. in poor weather can stay inside with adult support according to their Care Plans.

Transition Arrangements

Transfer to the Cathedral Catholic Primary School

Some children join The Cathedral Catholic Primary School with identified Special Educational Needs and Disabilities. As soon as we become aware of these defined needs we will work with parents, the child, their previous educational setting and other professionals to put appropriate plans in place so that the child makes a successful transition to The Cathedral Catholic Primary School. This may include:

- Meeting the child in their existing setting
- Extra settling-in visits to Dallas Road School
- Meetings with parents, the child's previous setting and other professionals
- Reading reports
- Sharing information with relevant adults in school 17
- Making necessary adaptations to the environment and resources
- Planning appropriate educational support

Transitions within Cathedral Catholic Primary School

There are meetings at the end of each academic year for the teachers to hand up and receive specific information about children they have been/ will be teaching. The children may spend more time with their new teachers and classrooms. Social Story books may be created about their new class for the child to read over the summer.

Parents are welcome to meet with their children current and new teachers to discuss their transition.

Transition to high schools or other primary schools

The Cathedral Catholic Primary School works closely with all high schools to ensure smooth transitions. This work may include:

- Emotional and practical preparation through small group work at The Cathedral Catholic Primary School, such as discussing social scenarios; sharing feelings about high schools.

- Teachers from the new school meeting the child at The Cathedral Catholic Primary School

- Extra settling-in visits to the new school

- Meetings with parents, other professionals and the new school

All existing paperwork will be transferred to the new school via email, CPOMS and hard copies of record will be delivered to the new school. A transition slip will be signed by the receiving school and kept at The Cathedral Catholic Primary School in the archive records.

Supporting Children with Medical Conditions

As an inclusive school with a strong Catholic ethos of equality, we recognise that children with medical conditions should be supported to have full access to the curriculum and the educational provision of the school, including trips and physical education.

Some children with medical conditions may be disabled and where this is the case the school complies with its requirements under the Equality Act 2010.

Some children with medical needs will also have SEND and may have an EHC Plan which brings together health and social care and special educational provision.

Pupils with medical needs may have a Care Plan written in collaboration with medical professionals, school staff, parents and the pupil.

The person responsible for coordinating provision of children with medical needs is **Sarah Benson**

Please find the schools policy on managing medical conditions here:

Monitoring and Evaluation of SEND

The SENDCO is responsible for regularly reviewing the SEND provision in school.

This is done through:

- Work scrutiny
- Planning scrutiny
- Lesson observations
- Pupil interviews
- Parent/carer interviews and discussions
- Learning walks
- Monitoring Provision Plans through Edukey

The SENDCO feeds-back to SLT and Governors following audits of provision. The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Funding

All mainstream schools are provided with resources that they can use to support those with additional needs, including those with SEN and disabilities. The majority of these resources are determined by a local funding formula discussed with the local schools forum.

Schools have an amount defined within their overall budget, called the notional SEN budget. This is not a ring fenced amount, and is for the school to provide high quality appropriate support from the whole of its budget. (C.O.P 2014)

Training and Resources

Training needs and resource implications are identified through pupil progress meetings and the provision mapping process.

The appraisal process and professional discussions with teachers and support staff are also used to identify training needs. Training is put in place following these discussions and all staff are encouraged to undertake training and development opportunities.

All teachers and support staff undertake induction on taking up 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 pupils.

The SENDCO regularly attends training to keep up to date with local and national updates in SEND.

Storing and Managing Information

SEND documents and pupil records are stored securely in school.

We use Edukey, an online service to create and monitor provisions and plans in school.

Hard copies of documents are kept in a locked filing cabinet. Electronic copies of highly sensitive documents are password protected and electronic document transfers are done securely.

Some documentation is kept for 30 years and archive records are kept in locked cupboard. When paperwork is transferred to relevant high schools or other primary schools a record of transfer slips is signed and kept in the archive records. When the documents are no longer needed they are destroyed by shredding.

SEND records are stored and managed in accordance with our Information Management and Confidentiality policies.

Reviewing the Policy

This policy will be reviewed annually. The next review will be in the academic year 2025-2026.

Complaints Procedure

If any parent/carer has any concerns regarding the education of their child with SEND they should contact the school immediately and make an appointment to see the SENDCO, the class teacher or the Head teacher in line with the school's Standard Complaint's Procedure outlined on the website.

All complaints will be dealt with sensitively and with the child's needs at the centre.

Bullying

The pastoral provision in school provides support for vulnerable families and children. We have a clear anti-bullying policy and do not tolerate bullying of adults or children in any form. If you have any concerns regarding bullying please speak to a member of staff.

SEND Policy



The SEND Policy is based on best practice advice from Lancashire County Council.

The implementation of this policy will be monitored by Mrs Nicola Holt in consultation with the Leadership Team and a nominated Governor.

This policy will be reviewed as appropriate by The Senior Leadership Team

Intended Policy Review Date – Academic Year 2025-2026

Approved by _____ (Headteacher)

Date: _____

Approved by _____ (Governor)

Date: _____