



St. Bernard's Catholic Primary School & Nursery

**Part of the Mater Ecclesiae Catholic Multi-School
Academy Trust**

School SEN Policy

Updated November 2023 by C. Terry; SENCO

Our School's Mission Statement states...

"You are precious in my eyes"

It is understood by all who Govern and work within our school family that all children are precious in our eyes and in the eyes of God. Therefore it falls to us to ensure that all of our pupils – regardless of the needs they possess or barriers they face – are in a safe environment where they are able to **thrive, progress and succeed.**

At St. Bernard's Catholic Primary School we are committed to meeting the special educational needs of pupils and ensuring that they make progress. In line with our mission statement and core values we strive to ensure that all pupils are **valued, respected and treated as individuals.**

It is the belief of the Staff and Governors of St. Bernard's Catholic Primary School that all children should receive the opportunity to develop their personal potential through the provision of a broad and balanced curriculum which recognises their social and emotional development and provides access to appropriate learning opportunities.

Our school recognises that our children are unique in their interests, abilities, motivation and learning needs and that **this diversity should be acknowledged, encouraged, valued, accepted and celebrated.**

We recognise that **every teacher is a teacher of every child, including those with SEND.** All classroom teachers have primary responsibility for providing pupils with access to the curriculum by differentiating their planning and teaching and providing suitable challenges for all through Quality First Teaching. This will always be supported by relevant leaders of the school, Key Stages, SEN & Pastoral Support Teams within St. Bernard's.

The SENCO is a person responsible for managing our setting's response to the provision made for children and young people with SEND. At St. Bernard's this is currently Mrs C. Terry. Within our school, every teacher is a teacher of every child or young person including those with SEN.

The SENDCo, Mrs Christina Terry, will provide SEND related support wherever possible within school, with further support from members of SLT, our Nurture Class Teacher Mr G. Peace and our Pastoral Manager Mrs A. Burrow. Where in-school support is unable to fully meet a pupils' needs, external support will be sought from LCC Inclusion Services, SENDO & Educational Psychologists, relevant NHS services such as the School Nurse, Speech and Language Therapists, Occupational Therapists, agencies such as CANW and CAMHS, as well as school-funded external private professionals such as SEN Specialist Teachers and Educational Psychologists when required.

This policy was developed by the SENDCo, with confirmation from our Head Teacher Mrs M. Barlow and St. Bernard's School Governors. It is a working document and as such, is accessible to all members of staff and parents. It has been shared with governors, staff and parents of SEND pupils at meetings and on the website and will be regularly discussed and reviewed.

The Governing Body endeavours to ensure all children follow a broad and balanced education in accordance with the National Curriculum, and that no pupil is excluded from important aspects of school life because of learning difficulties or disabilities. The Special Educational Needs Policy reaffirms this school's family-focussed and positive attitude to children with special educational needs. The Governor with specific responsibility for Special Educational Needs is Mrs L. Wells-Earp who is welcome to come in to school to observe or discuss SEN Provision in school at any time.

Our Aims at St. Bernard's:

Our overarching aim is to create an atmosphere of encouragement, acceptance, celebration of achievements and sensitivity to individual needs, in which all pupils can thrive. This can be broken down as follows;

- To ensure that every child has an equal opportunity to participate in all aspect of school life, irrespective of race, gender or special need.
- To provide equal access to the National Curriculum and to plan for and provide a curriculum which is accessible to all the needs of the pupils.
- To raise staff awareness of the needs to differentiate work effectively and to provide regular training, coaching and development for all staff.
- To establish good home school communication.
- To involve the pupil wherever possible in the planning and target setting of their programme of work.
- To monitor and review individual needs regularly, and to maintain clear records of any action taken.
- To review needs and provision termly for budgeting, planning and resourcing for SEND.
- To foster an atmosphere in our school which will promote a happy, sensitive, nurturing and secure environment to ensure the most effective learning for all children, including those with SEND.

Our Objectives at St. Bernard's:

- To identify pupils who may have special educational needs or additional needs
- To provide for pupils who may have special educational needs or additional needs
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To operate a 'whole school' approach to the management and provision of support for special educational needs as much as is possible, sharing practice and helping all staff to help all children in our school family
- To provide a Special Educational Needs & Disabilities Co-ordinator (SENDCo) who will work with the SEN Policy and guide us to provide the best support for our SEND pupils
- To provide support and advice for all staff working with special educational needs pupils.
- To encourage involvement of parents and carers and ensure that there is clear communication concerning SEND provision for their children
- To provide a differentiated curriculum where required which will enable all pupils to achieve and make progress
- To ensure access to the National Curriculum and a broad and balanced curriculum at a level that each child can manage in order for them to learn and achieve

Identifying Special Educational Needs at St. Bernard's:

At St. Bernard's, we aim to identify the needs of pupils by considering the child as a whole person. We do not simply consider academic need, but all special or additional needs a child may have in order to achieve, progress, and succeed academically, emotionally, behaviourally, socially, physically and spiritually.

We aim to Assess – Plan – Do & Review in accordance with the SEND Code of Practice, 2015.

The Code of Practice suggests that pupils are **only** identified as SEND if they do not make adequate progress (within their identified area of challenge) once they have had all the intervention/adjustments and good quality personalised teaching.

The following issues are not SEND but we are aware at St. Bernard's that these may impact on progress and attainment:

- Attendance and punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a looked after child
- Being a child of Serviceman/woman
- Being a Young Carer

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

- Have a significantly greater difficulty in learning than most others of the same age* or
- Have a disability, which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools

The above statements are taken from the SEND Code of Practice 2015.

At St. Bernard's, we define SEND within this guidance to include children who are:

- Not meeting their Early Learning Goals by the end of the first term in Year One
- Any child identified as being more than 2 school years below National Age Related Expectations – this must be evidenced within assessment tracking of Pupil Progress
- Any child who has profound social, emotional or behavioural difficulties that hinder their access to learning and pose a significant barrier to their progress.

Special Educational Provision means: education which is **additional** to or **otherwise different** from the educational provision for children of their age in schools maintained by the Local Authority.

We aim to meet the provision needs of all of our pupils at St. Bernard's within the constraints of a Mainstream Primary School setting.

Definition of SEND

As defined in the new Code of Practice 2015, there are four areas of SEND:

- **Communication and Interaction:** Speech, Language and Communication Needs (SLCN) and Autistic Spectrum Condition (ASC, which includes Asperger's Syndrome and Autism)
- **Cognition and Learning:** Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), Specific Learning Difficulties (SpLD, which includes Dyslexia, Dyspraxia, Dyscalculia and Dysgraphia)
- **Social, Mental and Emotional Health:** Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder, Autism, Pervasive Developmental Disorder, Anxiety Disorder, Disruptive Disorder and, rarely, Schizophrenia or Bipolar Disorder
- **Sensory and/or Physical Needs:** Visual Impairment (VI), Hearing Impairment (HI), Multi-sensory Impairment (MSI) and Physical Disability (PD)

A Graduated Approach to SEND Support at St. Bernard's:

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants (in or out of the classroom) or from specialist teaching staff (e.g. internal Nurture Teaching Team, external specialist teachers).

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. We regularly review the quality of teaching for all pupils, including those at risk of underachievement. We seek to offer staff training to help them support vulnerable pupils and improve their knowledge of SEND.

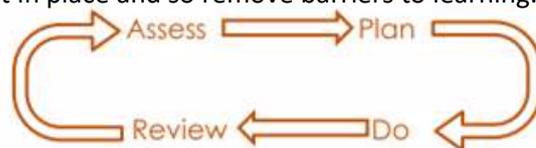
The Class teachers, supported by the Head Teacher, Deputy Head Teacher & SENDCo (when requested), hold timely pupil progress meetings to monitor the progress and development of all pupils. This is based on high quality, accurate formative assessment recorded on the school tracking system. Where pupils are falling behind or making inadequate progress given their age and starting point, extra support is identified and put in place. This should be recorded on that child's Individual Education Plan, Behaviour Plan, Provision Map or other relevant Provision Record. The child's parents/guardians are to be informed.

It is the responsibility of the class teacher to implement the agreed provision / targets / support strategies for the identified children in their class. Appropriate tasks / activities / group work / support are planned to meet the needs of the children taking into account each child's barriers, challenges and additional needs. Teachers also plan for support staff in their class so that the identified children are adequately supported.

Teaching Assistants work under the guidance of the class teacher and contribute to the review of the pupil's progress to feed into the next provision map/IEP, assisting in the evaluating and reviewing process where appropriate. They keep records of the child's achievements against the targets set out by the class teacher and liaise with the teacher and the SENDCo where required. They give the class teacher any notes and assessments they have completed so that AFL can take place and the teacher can plan for progression for each pupil.

SEND Support and the SEN Register of Children with Additional Needs at St. Bernard's:

Where pupils continue to make inadequate progress, despite high quality teaching targeted at their areas of weakness, the class teacher (alongside the SENDCo) will assess whether the child has a significant learning difficulty/need. Where it is determined that a pupil does have SEND, parents/guardians will be informed and advised regarding this and the child can then be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:



This graduated approach is called *SEND support*. These children will have an IEP and/or provision map put in place with specific targets to meet their needs. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. See below for further detail of this graduated approach.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experiences of parents. The pupil's views and any advice from external support services will also be considered where relevant, including but not exclusive to;

- Speech and Language therapy
- Occupational therapy
- CAMHS
- School Nurse
- Educational Psychologist
- SEN Specialist Teacher

Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher or classroom.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their families where appropriate. The class teacher, with SENCO support as required, will revise the support and outcomes based on the pupil's progress making any necessary amendments going forward, in consultation with parents and the pupil at least termly (review periods will vary from pupil to pupil but should be planned for in advance on each IEP).

The teacher holds the overall responsibility for evidencing progress according to the outcomes described in the IEP.

Referral for an Education, Health and Care Plan

The majority of children with SEND will have their needs met in mainstream schools. If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent or other external medical or educational professional. This will occur where the complexity of need of the child are such that a multi-agency approach to assessing them, planning their provision and identifying resources, is required.

Lancashire County Council has a seven step EHC Plan pathway for considering a referral for an EHC plan.

1. a) Local Offer – considering the school local offer (on school website) in meeting the needs of the child.
b) Early Help Assessment Framework (EHA – previously referred to as a CAF) completed.
c) Nominated person/Lead professional identified.
d) Team around the Family (TAF) meeting to take place.
e) “All About Me” profile completed.
2. a) TAF meeting.
b) Identify the unmet need.
c) Consideration for a statutory integrated assessment.
d) “All About Me” updated.
e) Plan facilitator identified.
3. a) Request for consideration of Statutory Integrated Assessment (SIA) made and Educational Psychologist view / assessment sought.
b) All documentation collated; interventions demonstrated; graduated response evidenced and still unmet need clarified.
c) Request for Integrated Assessment received (by Plan Coordinator)
4. a) Plan coordinator compiles the EHC information and an overview for Integrated Assessment.
b) Multi agency meeting.
c) Decision made including agreement plan need and outcomes identified for EHC plan.
d) Indicative budget agreed at the multi-agency meeting.
5. a) My EHC plan.
b) Budget for my EHC plan.
c) Co-production meeting with key professionals, child/young person and family convened to discuss draft.
d) EHCP agreed.
6. a) Plan Implemented.
b) Working towards / achieving my agreed outcomes.
7. a) Reviewing my plan.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Criteria For Exiting the SEND Record

If it is felt that children are making progress which is sustainable then they may be taken off the SEND Record. If this is the case then the views of the teacher, SENDCo, pupil and parents need to be considered, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND Record, then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the school's monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed and a child can be re-added to the SEND register at any time where this is appropriate.

Admissions

Pupils with SEN will be admitted to St. Bernard's in line with the school's admissions policy which is available on our school website.

The school is aware of the statutory requirements related to SEN and disabilities. The school uses its induction meetings to work closely with parents to ascertain whether a child has been identified as having SEND in Early Years Foundation Stage. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

Accessibility

Pupils with SEND will be given full access to the curriculum through the provision provided by the school as necessary, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting.

The Headteacher has a duty to ensure all pupils with SEND have appropriate access to exams and other assessments, including the application for additional time, to dis-apply pupils from exams or to have support in the form of a 'writer' or a 'reader'.

Transition

Transition arrangements are put in place in the final pupil progress meeting in the summer term to plan appropriate visits to the next class and to meet the new teacher. Directed time is given to teachers in the final term to have a 'transfer' meeting in which the needs of all pupils are discussed and assessment records and information are passed on.

For our children approaching the end of Primary School, transition will be considered with care towards the end of Y5 and throughout Y6 by the children, families, Y6 Class Teacher Miss D. Mooney and the SENCO Mrs C. Terry, with any required additional transition support identified and support or outreach sought from the relevant High Schools. Records of children with SEND are sent to the allocated schools with other transfer documents.

Supporting Pupils at School with Medical Conditions

St. Bernard's 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. School will comply with its duties under the Equality Act 2010 for those children who are disabled and where this is the case, we comply with the duties set out under the Equality Act 2010.

A child may have an Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special education provision – the SEND Code of Practice 2015 will be followed and all statutory obligations met within our capabilities. External support of funding will be sought as required.

If you wish to discuss any conditions we currently support within our school, please contact a member of staff via the contact details found on our website.

Training is provided by the School Nurse and other outside agencies when required. A majority of our staff have attended training on the use of an EPIPEN and a defibrillator. Please speak to our staff at any time if your child has a medical condition requiring support or training.

For pupils needing additional measures in place to support a medical condition, a care plan will be put in place – further details in separate policy documents.

Monitoring and Evaluation of SEND

St. Bernard's regularly monitors and evaluates the quality of provision we offer all pupils. In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of discussion and through parents' evenings, pupil progress meetings and SENCO lead staff meetings or INSET sessions.

Pupil progress is monitored on a termly basis in line with the SEN Code of Practice. The SENCO completes regular audits, observations and check-in meetings to monitor progress and support for our SEND pupils.

All IEPs and other relevant documentation are stored on a secure online database enabling them to be accessed and monitored by SLT and the SENCO.

Storing and Managing Information

Any hardcopies SEND documents are kept in safe locations only and are shredded when no longer required. They are also kept electronically on the school 'CPOMS system' which is protected. This is in line with our legal confidentiality requirements.

Dealing with Complaints

The complaints procedure for SEND mirrors the school's other complaints procedures, which can be found on the school website.

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues after discussion with the SENDCo and class teacher then it should be brought to the notice of the Head teacher.

Bullying

Should bullying of vulnerable learners be reported then the school's anti-bullying policy is invoked. This can be found on the school's website.

For additional Parental support with matters relating to SEND, please access via the following:

Parent Partnership Services is a service for parents to help them understand more about formal procedures.

Parent Partnership Services Web: www.lancashire.gov.uk/PPS

Information Line:- 0300 123 6706 Monday – Friday 8am - 5pm.

E-mail: information.lineteam@lancashire.gov.uk

Reviewing the Policy

The SEN policy is reviewed annually by the SENCO with Guidance from the Head Teacher and review agreement from the St. Bernard's Governing Body.

This policy has been developed and shared with stakeholders, including parents and families. It reflects the SEND Code of Practice 2015.

This policy was written in October 2023 and will be reviewed annually. The next review will be October 2024.